LANGUAGE GOALS

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Third Grade

~~Bertha Heef~~

Roger M. Poole
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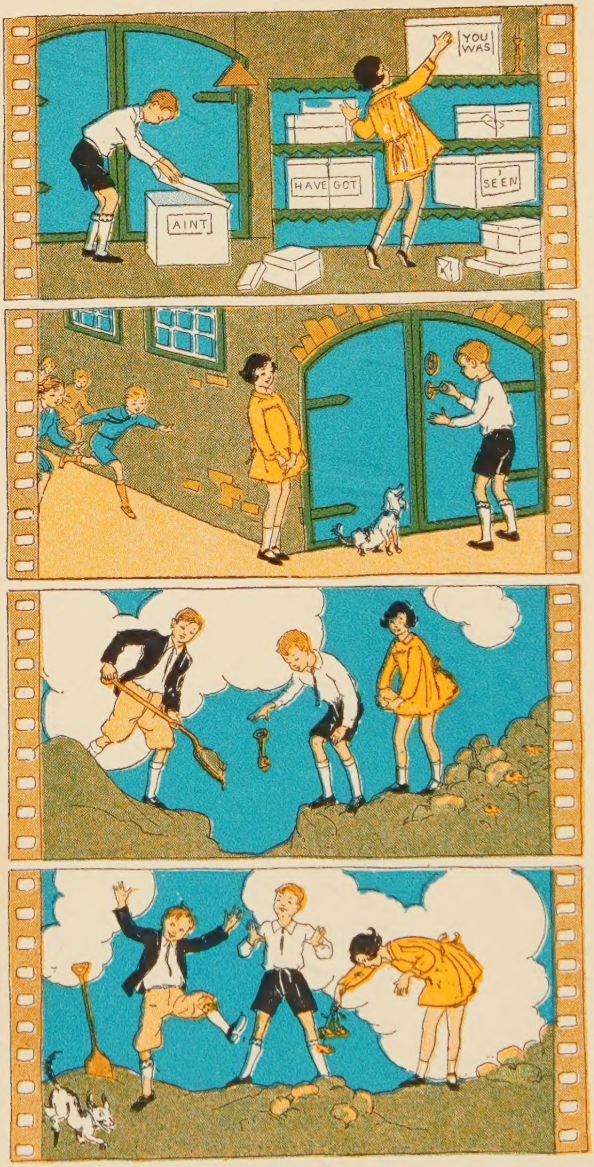
STANDARDS FOR LANGUAGE SERIES



KEEP BAD SPEECH HABITS BURIED

STANDARDS FOR LANGUAGE SERIES

Language Goals

THIRD GRADE

By

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With the Coöperation and Advice of

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Illustrated by
JEWEL MORRISON

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To the Girls and Boys Who Use This Book

The name of this book is *Language Goals.* You will use it each day to help you to make what you say and write interesting to others.

Did you ever think why you enjoy hearing some of your young and older friends tell about what they do and like—why you enjoy reading the letters and stories of some of those friends more than you do the letters and stories of others? It is because these friends know how to make what they say and write interesting. We *learn* to do this. It takes practice. Many different things help to make our conversation and writing interesting and helpful—*what* we say or write, and *how* we say and write it. Interesting subjects help—right words and sentences, clear speaking, good position, a pleasant voice, good handwriting, a neat paper, correct spelling, punctuation for meaning—all these help.

You and this book can work together. You can help yourself by using it. You can help your classmates and learn from them, for all of you will work *together* to make your language and writing express what you think and what you do.

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A *Table of Contents* is placed in the front part of a book to show you what is in the book. The *Table of Contents* for this book has been arranged in two columns. The subject of the lesson is given in the first column; how you will use the lesson is given in the second column. The page of the text follows.

The figures at the left of the page are the numbers of the sections. Every time you take up a new section, turn to the *Table of Contents* and see why you will use the subject. Also, you may wish to know where in the text you learned about some one thing. By turning to the *Table of Contents* you can find what you are looking for.

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THIRD GRADE

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My Pet
Fun at the Circus
Old Toys
WATCH - WAIT
ARITHMETIC

1

THE VISITOR IN THE AIR

"Oh come! Come quickly!" shouted Jerry.

"The new mail plane is just going over."

All the children were very much excited, because they had not seen the mail plane before.

The big plane shone white in the sunlight, and the children could read the number, 45.

"I should like to fly in an airplane," said Robert.

"Hear it hum!" said Jane.

Almost before the children knew it, the mail plane was out of sight.

Why do you think the children were so excited?

What is a mail plane? How large do you think it was? What made the humming sound?

Why was the plane gone so quickly?

2

How Well Can You Tell One Thing?

Imagine that you are Jerry, and that none of your classmates has seen a mail plane.

Tell *one* thing about it. This will be a very short story.

What you say must help the others to see the mail plane just as clearly as the children in the story saw it. A kodak could take a real picture of the plane. Tell your story so that your friends can close their eyes and see the plane. If you do, you will be making a **word picture.**

Your story about the mail plane might be like this:

The mail plane was in the sky.

Do you think Jerry would have said that? His story might have been like this:

The mail plane roared over my head.

As you make your stories, your teacher will write on the blackboard those that you think are the best word pictures.

Choosing the Best

You have been remembering the best stories. You will now decide on the best five and your teacher will write them on the blackboard. Look at the form on the next page.

1. .
2. .
3. .
4. .
5. .

Something to Do at Your Seats

Copy from the board the five stories *exactly* as your teacher has written them. Notice each capital letter and period. Spell each word just as it is spelled on the blackboard. Write your name above at the right. Your writing should be neat and plain.

Select the best two papers to put on the bulletin board.

3

The Sentence

Billy and his sister Jane were so much interested in the story *The Visitor in the Air* that they wanted to tell their father about it that night. Jane said to him:

We talked about a mail plane this morning.

We call this a sentence because it tells something. We use sentences in telling about things, and in writing. If some one asks you a question, you answer with a sentence. When we tell something, we show that we have made a sentence by "letting our voice fall." The picture of a sentence as Jane said it would look like this:

We talked about a mail plane this morning. ↓

Jane made her voice "fall" at the end of the sentence to show that she had finished telling something. Can you say the sentence as Jane did? Try it.

For Practice. Read aloud the following sentences. Show with your voice the endings of the sentences.

1. Jerry saw the plane first.
2. He called the others.
3. The children were excited.
4. They talked about the plane for a long time.

4

A Poem to Read and Enjoy

Your teacher will read this poem to you.

She may ask you and your classmates to read it together, and after that, different ones to read parts of it.

THE SKY BIRD

Like a big white bird it flashes in the sun,
Alive it seems.

It ploughs through a cloud and turns and dips,
And leaves a trail of smoke that hangs in the sky,
Thin like a ribbon.

The sun touches it again, and it is gone.

How Well Do You Read and Get the Thought?

Read silently each of the following sentences. Then answer with a sentence beginning with "Yes" or "No."

This is the way to say the first sentence:

1. The sun shone on the plane. Yes No

Yes, the sun shone on the plane.

Remember to show with your voice the ends of your sentences.

2. The plane was still. Yes No
3. It touched a cloud. Yes No
4. I saw a trail of smoke. Yes No
5. The trail of smoke was thick. Yes No

5

Writing Sentences

Your teacher will write on the blackboard the first sentence from yesterday's exercise.

1. Yes, the sun shone on the plane.

Look at it closely. With what kind of letter do you begin *Yes?* Notice the little mark which is placed after *Yes* in the sentence. It is a *comma* and is used after *yes* and *no* when you write these words in sentences. When you say the sentence, you make a very short pause after the word before you go on with the rest of the sentence. What mark is after *plane?* Do you remember? It is a *period.* When we write a sentence like this one, we should begin it with a capital letter and end it with a period.

Use the sentence on the blackboard for a model and write correct sentences for the rest of the exercise on page 5.

Remember:

Capital letters
Periods
Comma after *Yes* and *No*
Spelling
A neat paper

For the Bulletin Board

You and your classmates will select the paper, or papers, which you think are the best and place them on the bulletin board.

6

A Visit to a Farm

If you live on a farm or have made a visit to a farm, tell what you like best about it, and why you like it.

If you have never visited a farm, tell one thing you have to eat at home that comes from a farm. Tell how and where your parents get it, and how it is used.

One Saturday Tommy went out to his uncle's farm to spend the day. If on the next school day, Tommy went to his teacher and said,

My uncle's farm

his teacher would look at him in surprise. She would not know what he meant because he did not tell her anything. He did not make a sentence. Suppose he had said:

I went to my uncle's farm Saturday.

Then the teacher would know what he meant because he made a sentence.

Is It a Sentence?

As you read each of the lines below, decide whether it tells anything or not. Is it a sentence? What mark should be placed after each sentence?

1. One day I went out to my uncle's farm
2. A large farm
3. A pretty brook
4. The barn is painted red
5. The house is white
6. Pretty white house
7. The hens had a house of their own
8. I found four large white eggs
9. Little white chickens
10. I caught one of the chickens
11. The hen flew at me
12. She was afraid I would hurt her chicken
13. I put it carefully on the ground
14. Then I ran as fast as I could
15. The chickens had a small house
16. Two little windows
17. A small door
18. I saw a small black pony
19. Three white stockings
20. A long black tail
21. Uncle put me on the pony's back
22. Then I rode around the farm
23. And in the road
24. Across a bridge
25. I liked the little pony
26. In the evening I went home
27. A happy day
28. I am going to visit my uncle again

7

Making Sentences

Make a sentence out of each of the lines below. Use only as many words as you need to make a sentence.

1. To the park Saturday afternoon

As it stands, this is not a sentence. We can make it a sentence by adding the words *We went* at the beginning. We shall have:

We went to the park Saturday afternoon.

2. My brother and my cousin

We can make a sentence by adding the words *went with me* at the end. We shall have:

My brother and my cousin went with me.

3. A long walk
4. A pretty little lake
5. Trees all around the lake
6. Three big geese on the water
7. Swimming slowly around
8. A small white boat
9. Just right for boys and girls
10. All around on the lake
11. Careful not to frighten the geese
12. Four deer behind a wire fence
13. Not afraid of us
14. Gray squirrels on the ground
15. Very tame squirrels
16. A man sitting on the grass near us

Turn the page and go on with the exercise.

17. His pocket full of nuts
18. Throwing nuts to the squirrels
19. One squirrel in a tree
20. Sitting upon a limb

Practice in Writing Sentences
(Something to Do at Your Seats)

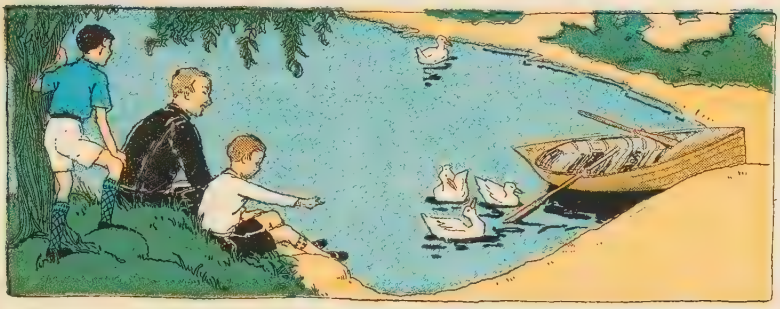
Write the answer to each of the following questions. Each answer should be a sentence. In writing these sentences remember to begin the first word of each sentence with a capital letter and that you should put a period at the end of the sentence. Number the answers. You need not copy the questions.

Questions

1. How many books have you?
2. Where is your pencil?
3. How old are you?
4. What game do you enjoy most?
5. How many hours should boys and girls sleep?
6. What books have you read that you like?

Write the answers on your paper like this:

1. .
2. .
3. .
4. .
5. .
6. .



8

Watching the Ducks

Do you like to watch ducks sailing around on the water? Do you wish you could swim as easily as they can? Have you seen a duck dive? If you have, tell where it was and what it did. If you know, tell why a duck dives.

Tell your classmates about some ducks or geese that you have seen. Tell when and where you saw them, how they looked, and what they were doing.

One day Billy and Teddy went to the park with their uncle. They liked to watch some ducks swimming around on a small pond. "How many ducks can you see?" asked their uncle.

"One duck is over near the shore," replied Teddy.

"Three ducks are near the boat," said Billy.

"You are pretty ducks!" Teddy exclaimed.

Notice that Teddy said "One duck is ———." Billy said "Three ducks **are** ———." When Teddy spoke to the ducks, he said "You **are** ———."

When you speak of one person or thing, should you use *is* or *are?*

Which should you use when you speak of more than one?

Should you use *is* or *are* with *you?*

Practice Exercise

Read each sentence aloud and tell why *is* or *are* is used.

1. My pencil is here.
2. Your pencils are red.
3. My pencil is black.
4. Three pencils are on the desk.
5. Your pencil is sharp.
6. My book is at my seat.
7. Your books are on your desk.
8. Four books are on the teacher's desk.
9. Where are John's books?
10. You are my cousin.
11. You are in my class.
12. One boy is reading.
13. Two boys are writing.
14. Two girls are singing.
15. The little boys are playing.

A Game

Let each pupil think of one or more things that he has in school or at home. To play this game, the pupils will be divided into two groups. You will select a leader for each group, who will stand in front of the class and ask the questions. If a pupil

makes a mistake in replying and uses the wrong word, it counts one against his side, and if some one on the other side discovers the mistake and makes a correct answer, his side scores a point. Be careful to say **I have two pencils.** In showing ownership, use *have,* not *have got.* This is the way the game goes:

Leader: Horace, what have you?
Horace: I have a bat.

Leader: Where is your bat?
Horace: My bat is at home.

Leader: Irene, what have you?
Irene: I have three books.

Leader: Where are your books?
Irene: My books are on my desk.

The game should continue until each pupil has had a chance to speak. What is the score for each group?

Something to Do at Your Seats

What Word Fits?

Number the lines of a piece of paper from 1 to 10. Copy the sentences and fill each blank with *is* or *are.* Use the word that you think is correct.

1. The boys ——— on the playground.
2. They ——— playing together.
3. They ——— having a good time.
4. One boy ——— not with them.

Turn the page and go on with the exercise.

5. He ——— at his home.
6. Two boys ——— running.
7. A small boy ——— looking at them.
8. He ——— too small to run fast.
9. The big boys ——— kind to him.
10. One of the big boys ——— his brother.

Your score is the number correct.

Those who finished the exercise *What Word Fits?* and wish to try the following one to earn an extra score, may do so.

From One to More Than One

Each of the following sentences is about one object or person. Change the sentence so that it will be about more than one and write it. *My book is on the table* may be changed to *My books are on the table.*

1. My pencil is on the desk.
2. The pen is near the pencil.
3. The door is open.
4. The girl is singing.
5. The boy is playing ball.
6. My book is in my desk.
7. The man is in the field.
8. The bird is singing sweetly.
9. The flag is flying today.
10. The flower is on the table.

9

MAKING A SNOW MAN

Uncle Ted helped Donald and May make a snow man.

They first made a big pile of snow and packed it hard and then smoothed it. This was the body.

May rolled a big ball for the head.

Uncle Ted said to get pieces of coal for eyes and buttons.

Donald ran to the coal shed for the coal and came back shouting, "See what I have!"

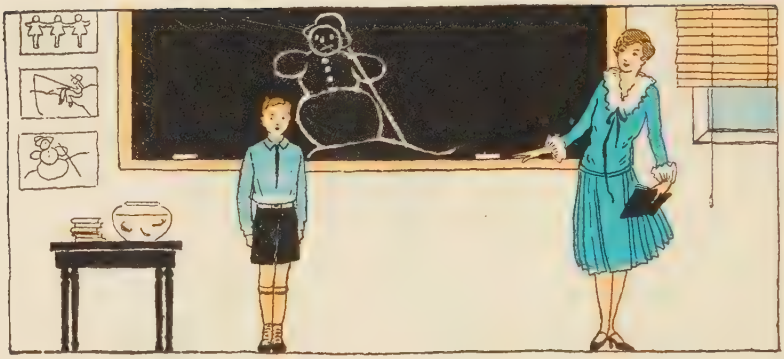
It was an old hat.

May laughed when Uncle Ted put the hat on the snow man and made eyes, nose, and mouth.

May put a stick in the snow man's hand for a cane.

He was a jolly looking fellow.

Children who live where there is snow have great fun making snow men, forts, and houses. How tall do you think the snow man in the picture was? What do you think the children named him?



Making a Story

Tell in *three sentences* a story about a snow man. While you are telling your story, the others in the class will watch to see:

1.

That you make sentences.

2.

That you show the end of each sentence by letting your voice fall.

3.

That you stand quietly.

4.

That you speak loudly enough to be heard by all.

If anyone thinks that you do not make sentences, that your voice does not show the end of each sentence, that you do not stand well and speak loudly enough to be heard, he may show how you can improve your story.

10

Learning to Copy from the Blackboard

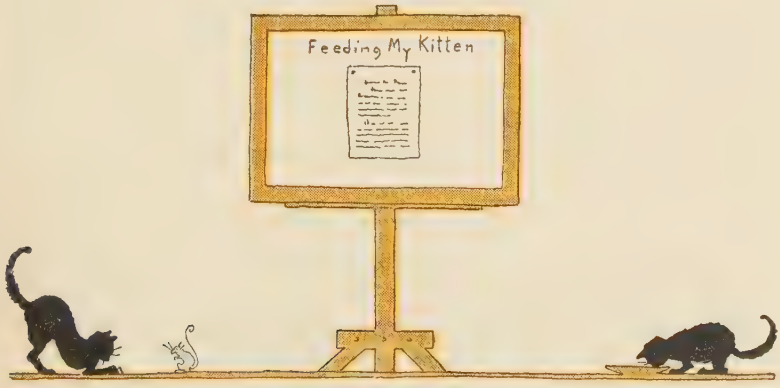
A third grade girl had written a story about her pet kitten. After the teacher and the class had talked about the story and made a few changes, the teacher copied it on the blackboard like this:

Feeding My Kitten

I wish you could see my kitten. He sits up just like a little bear when I bring out his milk. I named him Teddy.

Notice where the words *Feeding My Kitten* are written. We call these words the **title** of the story. See where the first line of the story begins. With what kind of letter does the first word of each sentence begin? What mark is placed at the end of each sentence?

Copy the story just as it is printed above. *Try for a perfect score.*



11

Writing a Story

To-day you may write a story of three sentences about any of the following:

A Snow Man
My Pet
A Wreck
A Surprise

If you think of a better title for a story, tell it to your teacher and ask her if you may use it for your story.

Before writing your story, you may like to read the following story which was written by a third grade boy:

Making a Snow Man

The other day I had made a big snow man. I was making little snowballs to knock him down. I fell on my nose and forgot about the snow man.

This story was written on the blackboard by the boy. The class talked over how the story could be made better.

The teacher helped them.

This is the story as it was afterwards written:

A Happy Snow Man

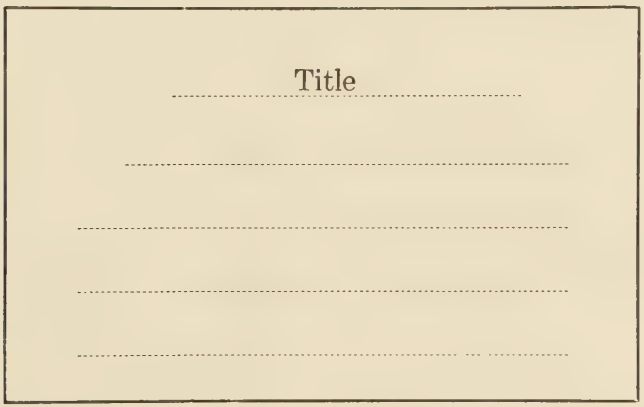
I was making snowballs to throw at my snow man when I slipped on the ice. I skinned my nose which made me forget about snowballing. I think the snow man must have been glad.

Read the two stories. Do you see why the class made a new title for the story? Read the first sentence of each story. See how much more interesting this first sentence is in the second story. Look at the last sentence. It makes the story end well.

Remember:

1. Make your title interesting.
2. Make a good beginning sentence.
3. Make a good ending sentence.

After you have written your story, read it through. See if you can improve it in any way. After you have made the changes you wish, rewrite your story. It should be placed on your paper like this:



You may wish to keep your story and compare it with a story you will write at the end of the year.

12

Practice in Scoring a Test

In this exercise you will use either *is* or *are* in each blank. You will check your own work from the correct sentences which your teacher will place on the blackboard.

1. The girls ——— playing school.
2. One girl ——— the teacher.
3. The others ——— the pupils.
4. The class ——— small.
5. The pupils ——— reading a story.
6. You ——— my playmate.
7. The room ——— very quiet.
8. Everyone ——— studying her lesson.
9. It ——— time for recess.
10. The girls ——— having a good time.
11. The boys ——— playing hockey.
12. One boy ——— a very good player.

If you did not make a perfect score, rewrite the sentences and notice carefully your mistakes. It will help you in correcting your mistakes if you remember:

We Use **Is**	We Use **Are**
when we speak of one person or thing.	when we speak of more than one person or thing.

We use **are** with *you*.

13

Speaking Distinctly

Can you always understand what the other pupils in the class say when they are telling stories? Do they always speak every word distinctly?

Your classmates cannot understand what you say unless you sound distinctly the beginning and the end of each word. See if you can read the following sentences and sound the words in black type very clearly.

1. I have a book **and** a pencil.
2. We heard the boys' **band** play.
3. I lost my knife **last** night.
4. He has read **most** all his book.
5. I must be **going** home.

Did you say **an** or **and?**
Did you say **ban** or **band?**
Did you say **las** or **last?**
Did you say **mos** or **most?**
Did you say **goin** or **going?**

Notice what your tongue does when you give the sounds of *t* and *d*.

When you say *and,* sound the *d* clearly,—like this:

an—d

When you say *lost,* bring out the *t* sharply with your tongue and breath,—like this:

los—t

A Guessing Game

For the blackboard:

nest	found	best	just
send	spend	stand	hand
bend	test	post	coming
mast	child	cold	second

We will have a guessing game with the words on the blackboard. You will choose some one for a leader, and he will go out of the room. While he is out, the class may choose a word for him to guess. Perhaps they will choose *send.* When the leader comes back into the room, he will try to find out which word was chosen. This is the way he will do it.

Leader: Ruth, is the word *stand?*
Ruth: No, the word isn't *stand.*

Leader: Harry, is the word *test?*
Harry: No, the word isn't *test.*

Leader: George, is the word *post?*
George: No, the word isn't *post.*

Leader: Mary, is the word *send?*
Mary: Yes, the word is *send.*

Mary may now become the leader.

If the leader does not pronounce a word distinctly, he loses his place, and you will appoint some one else.

If another pupil says *ain't* for *isn't,* or does not pronounce the word distinctly, he loses his chance of being leader.

14

A Test

The following test will show that you know the correct form to use. Read each sentence and use in the blanks one of the following words:

is are have

1. James said, "Two new boys ——— in my room. They ——— brothers. The younger one ——— as tall as the older."
2. The teacher picked up a book from the floor and said, "Henry, ——— this your book?"
3. "No," said Henry, "I ——— my book."
4. "You ——— late for the first time this term," said the teacher.
5. Henry's father asked him which of the three caps he liked the best. Henry said, "This one ——— the warmest, but the other two ——— better looking."
6. Elsa said to her sister, "You ——— almost a head taller than I."
7. Tom didn't like to give Harold his turn flying the kite. "It ——— my kite anyway," said Tom.
8. Tom's mother said, "That ——— selfish. You ——— not doing as you would wish Harold to do."
9. "I had such a good time at the party," said Margaret. "Mary and her sisters ——— the nicest girls I have ever known."
10. Frances wanted to go on the picnic but said to her sister, "I cannot go if mother ——— still sick to-morrow."

15

Do You Need More Practice?

The exercise on page 188 will give you additional practice in using correctly the words upon which you were tested in the last lesson.

Did You Have a Perfect Score?

If you made a perfect score on the test, you may review pages 7 and 8 and select for use by the class 10 groups of words that are not sentences. Make five of these into sentences. Place an *X* after those that are not sentences and give your paper to your teacher.

For Practice

Practice speaking the following words until you can sound the ends of the words very distinctly.

1. and	8. mat	15. lost	22. going
2. sand	9. hat	16. cost	23. singing
3. land	10. cat	17. most	24. taking
4. band	11. bat	18. last	25. seeing
5. hand	12. sat	19. best	26. trying
6. grand	13. beat	20. fast	27. talking
7. stand	14. slat	21. cast	28. running

16

Have You Something New?

Have you something new? It may be a ball, a bat, a book, a doll, a doll house, a jumping rope, a pair of gloves, a pet, or anything else you may think of.

Your classmates will be glad to have you tell them about it.

Try to make a first sentence that will interest them. If you say

I have a book

they will not be interested, but if you say

My new book tells about a little Indian boy

your classmates will want to know more about your new book.

Here is a story which a third grade girl wrote:

A Sword

I am a sword that King Halfdan had in his battles. He won many battles with me. Before he died he gave me to King Harold.

Would you like to read the story that this little girl had read? Why? If you make an interesting first sentence, people will be interested in what you have to tell.

17

Number the lines on a piece of paper from 1 to 20. After the number of each group of words that is not a sentence, place an *X*.

1. My new book tells about games
2. Games for boys
3. For girls, too
4. Some new games
5. To play at home
6. A book of pictures
7. A picture of a bird
8. In pretty colors
9. It is the teacher's book
10. We like to look at it
11. My little brother can build houses
12. A box of building blocks
13. It was a Christmas present
14. He likes to make things
15. I like to play with them, too
16. A box of colored crayons
17. Six colors in the box
18. Colored pictures of birds
19. A green leaf
20. They are my sister's crayons

Oral Exercise

You may make sentences of those groups of words that are incomplete. As your classmates and you, with your teacher's help, decide upon a good sentence, you may write it on the blackboard so that the entire class may read it.

18

The Sentence Game

The class may be divided into two equal sections. The score may be kept on the blackboard, and the side that has the smaller number of errors wins.

The class will appoint a leader who may stand in front of the class. The leader will call a pupil by name and ask a question. The pupil must make a sentence and show the end of it by letting his voice fall. The game is to catch a pupil who does not do these things. The leader should first call a pupil from one side and then call one from the other. If the leader does not speak distinctly and does not sound the ends of his words, the class will name another leader.

If you think that the pupil who replies to the question does not make a sentence, raise your hand. If you are right, a mark is put on the blackboard against the side in which the pupil sits. This is the way the game goes:

Leader: Walter, where is your pencil?
Walter: My pencil is on my desk.

Leader: Ruth, how many pencils have you?
Ruth: I have two pencils.

Leader: James, what shall you do after school?
James: Go home.

Up go the hands, and a mark is put against his side.

After a leader has asked several questions, you may appoint a new leader.

19

Pronouncing Exercise

If you and your classmates will spend a few minutes each day in sounding the ends of words, you will soon be able to pronounce more distinctly when you are talking, reading, or singing.

Speak the following words distinctly. Bring out the end of each word sharply and clearly.

1. end	5. test	9. post	13. hunt
2. bold	6. nest	10. west	14. light
3. hold	7. just	11. rest	15. right
4. cold	8. must	12. best	16. might

20

What Was It?—Seat Work

Try to think what each story is about and then write the sentence.

Two small ——— were playing ball.
A little black ——— took the ball in his mouth.
The ——— ran after the dog.
The ——— dropped the ball and ran away.

When you have finished writing, look your paper through carefully to see:

1. If you began every sentence with a capital letter.
2. If you spelled every word correctly.
3. If you put a period at the end of each statement.

If you did not make a perfect score, correct your errors so that you can hand in a perfect paper.

21

Choosing a Subject

Do you like to interest your classmates when you are telling a story? Then you should not tell about too many things in one story. If you have a pet dog, do not try to tell everything about him, but tell about one thing that he has done, or about one thing that has happened to him.

In the following story a third grade boy told about one thing that his dog did.

> One night when I went to bed, my dog got into the pantry. He saw a box of cornstarch on the shelf. He jumped up and knocked it all over himself. In the morning when I saw him, he was as white as a ghost.

Here is another story that a third grade boy told. Read it carefully.

> We have a dog. Her name is Beauty. She is a bull dog. She has a pretty face. She likes to catch rats.

In this story the boy mentioned four things about his dog, but he did not tell about any one thing that is interesting. If he had told about one time that the dog caught a rat, it would have been more interesting.

Which of the two stories is the more interesting?

Tell what you like about the one that you think is the better.

Tell what you do not like about the other.

Now in the same way tell about *one thing* that your pet has done. If you have no pet, tell about one that you have seen. Do not have more than four sentences in your story.

22

Stick to Your Subject

After you have decided what you are going to talk about, you must stick to your subject and not mention things that have nothing to do with it.

Read this story which was written by a third grade girl:

> My cat likes to try to catch birds. He wiggles his tail when the birds come near. He does not know it. Then he scares the birds away.

Notice that the story is about one thing that the cat does, and every sentence in the story tells about the cat trying to catch birds.

Here is another story that was told by a third grade girl:

> Mother lets me feed my pet cat. I feed him morning, noon, and night. I teach him to stand on his hind legs when I feed him. He is nice and fluffy so we call him Fluffy.

This story is about feeding the cat, but the last sentence does not tell anything about the story. This girl did not stick to the subject.

23

Being a Judge

You have heard about judges who have to decide things. Now you are going to be a judge and decide which of the two stories given below you think is the better one.

Then you must tell why the one which you chose is better than the other. After you have given all the reasons you can think of, perhaps your classmates may suggest others.

Remember:

A good story must be about one thing.
It must have a good beginning sentence.
It must stick to the subject.

1

Saturday my brother said he would teach me to skate. So he let me take hold of a stick. Then he would pull me along. Once he let go of me. He thought it was fun to see me fall, but I didn't see the joke.

2

Saturday I helped my mother clean house. Then I went on some errands. When father came home at noon, he gave me twenty-five cents. In the afternoon I went to the show. The pictures were not very good. I did not enjoy it so much as the one I saw last week. Next week I am going again.

Practice in Speaking Distinctly

Bring out the ends of the following words very distinctly.

1. hat	6. rest	11. fold	16. part
2. bat	7. jest	12. gold	17. dart
3. cat	8. nest	13. sold	18. bend
4. kit	9. fade	14. bold	19. send
5. hit	10. made	15. cart	20. brand

Practice in Writing Sentences

This exercise will give you a chance to see if you remember how to write sentences. Put the number before each sentence.

1. Write a sentence about a bird.
2. Write a sentence about a book.
3. Write a sentence about a pencil.
4. Write a sentence about a chair.
5. Write a sentence about a ruler.

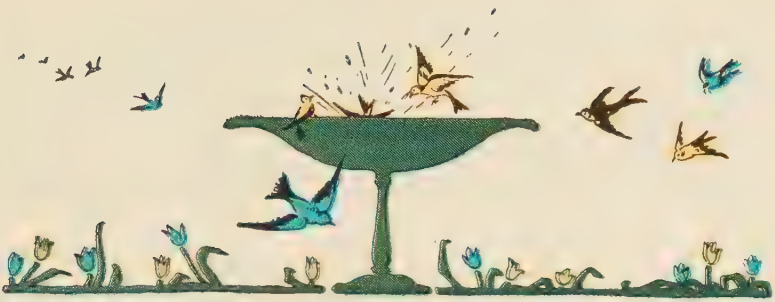
The following story is written without capital letters or periods. Find and write three sentences.

The boys were playing ball in the lot they did not see the big black cloud the rain stopped their game

A Test

Two of the following sentences are incorrect. Write the numbers of the incorrect sentences on a sheet of paper and write the sentences as they should be.

1. John and his sister are going.
2. Five bats is too few.
3. Harold has got a new cap.
4. One of the men is sick.



24

Finding Good Subjects

You can help your classmates by suggesting good subjects for stories. You have learned that a subject like *Birds* would not be good, but there are many good subjects about birds. Have you ever seen a bird taking its bath? If you have, you could tell a very interesting story about *A Bird Bath.*

Have you ever fed birds? If you have, *How I Fed the Birds* would be an interesting subject.

Think of a subject and write it on the blackboard. Your classmates will tell you whether or not it is a good subject, and, if they think it is not good, they will tell you why they do not like it.

In writing a subject or title of a story, the first word and the other words that are important should begin with capital letters.

Some of the words that should not begin with capital letters in headings are *a, an, the, and, but, from, if, of, to, with.* Notice how the titles on the next page are written.

A Bird Bath
How I Won the Game
A Mouse in the Pantry
A Game with My Dog

It is not necessary to put a period at the end of a title.

Using *Is* and *Are* Correctly—A Test

Write each sentence and use *is* or *are* in the blank space. Choose the one that is correct.

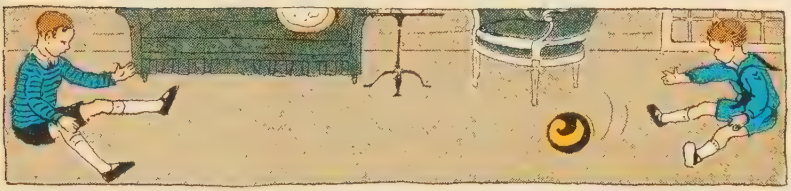
1. The pencil ——— mine.
2. The books ——— yours.
3. The boys ——— playing.
4. A girl ——— singing.
5. Two girls ——— sick.

When you have finished, go over your work carefully. You may write the next test for an extra score.

Using *Is* and *Are*—A Test

Each sentence is about one thing. Change each sentence so that it will be about more than one, and write it. *The small boy is playing* may be changed to *The small boys are playing.*

1. The girl is having a party.
2. The doll is dressed up.
3. The table is set on the lawn.
4. The doll is drinking tea.
5. The girl is having a good time.



25

Making a Good First Sentence

You remember we have said that to make a story interesting, you must have a good first sentence that will show what you are going to tell about. Your first sentence must be so interesting that your classmates will want to hear what you are going to say.

A boy in a third grade had a little brother with whom he liked to play, and he wanted to tell his class about one of the games he and his brother played. This was his first sentence:

I have a little brother at home.

The other pupils in the class did not seem to be interested in hearing the rest of the story.

The teacher asked the boy to try to make a first sentence that would show what he was going to talk about, and that would interest his classmates. The boy thought a little while, and then he said:

My little brother and I play a good game.

The boys and girls were interested; they wanted to know about the game. They thought it was a good first sentence. The story the boy told is on the next page.

My little brother and I play a good game. He rolls a ball across the floor. If I catch it, he is out. We have a good time playing this game.

If the boy had stopped at the end of the third sentence, the story would not have been so good as it is. The last sentence makes a good ending.

Below is a story that a third grade boy told to his classmates.

My little dog got into trouble. A girl hit him when he was eating a bone, and he bit her. So we had to put him on the farm.

Do you like the story? Why?
Do you like the first sentence? Why?
Did he stick to his subject? Why do you think so?

Practice in Making Good First Sentences

What game do you like best to play? Have you had a good time playing the game lately? Did you make a good play? Should you like to tell the class about it?

Think of a good first sentence that will show what your story will be about. Perhaps your teacher will write it on the blackboard. Then your classmates will tell you whether they think it is a good first sentence or not. If they think it is not a good first sentence, they may tell you why they do not like it, and may tell ways in which you can change it to make it better.

26

Judging Stories

Below is a story that a third grade boy told about his dog. Study the story carefully, and tell your classmates what you like about it and what you do not like. Keep in mind three points:

1. Is the title a good one? Does it tell one thing about the dog or one thing that the dog did?
2. Is the first sentence a good one? Does it tell what the speaker is going to talk about, and is it interesting?
3. Did the speaker stick to the subject? Did he mention anything that had nothing to do with the story?

Doggie in School

Last Monday my dog followed me to school. He went into the school room. All the children began to laugh. The teacher told me to take him home.

Below is a story that a girl told about her cat. Study the story carefully, and tell your classmates what you like about it and what you do not like. Keep in mind the same three points that you used in studying the story on page 37.

My Cat

I have a cat. Her name is Blackie. She likes to eat meat. She is all black, but under her chin there is a little white. She knows one trick. When it is night, she cries at the door for my mother to let her in.

Now tell which story you think is the better, and tell why you think it is better.

After you have made your choice, you and your classmates may study together the story which you did not like and see how you can make it better.

27

Recognizing Sentences

It will help you very much in all your school work in this and in higher grades if you learn to know a sentence. This lesson will help you to decide whether or not a group of words makes a sentence.

Exercise

Some of the groups of words below are sentences and some are not. Read each line and tell whether it is a sentence or is not a sentence.

1. Billy wanted a knife
2. A new sharp knife
3. He asked his father for one
4. His father was afraid to give him one
5. He thought Billy might cut himself
6. Billy said he would be careful
7. So Billy's father gave him a knife
8. A large new knife
9. Two long sharp blades
10. A knife with a pretty handle
11. Billy liked his new knife
12. A good knife for Billy
13. One day he laid it down
14. On the ground under a tree
15. In the high grass
16. A bad place for a knife
17. Billy lost his knife
18. He never found it
19. His father gave him a new one
20. Just like the one he lost

For Practice. Make a story of three sentences which tells *How Billy Lost His Knife.*

Practice in Writing Sentences—A Test

Write an answer to each question below. Put the number before each answer.

To be correct, each answer must begin with a capital letter, every word must be spelled correctly, and the correct punctuation mark must be used at the end.

1. Where do you play after school?
2. What do you play?
3. What game do you like best?
4. What game can you play best?
5. What do you play at home?
6. Where do you keep your books?
7. How many books have you?
8. With what are you writing?
9. How many pencils have you?
10. How many sheets of paper have you?
11. Have you pictures in your school room?
12. What picture do you like best?

Making an Interesting Title

Write a good title about each one of the following. Remember that a good title should be about one thing.

A Trip
A Game
A Fire
The Circus
Holidays

28

Isn't—A Short Cut

If you are going to the home of one of your friends and you know a way of getting there that is shorter than going around through the street, you like to go the short way, do you not? We sometimes call it a *short cut.*

In the same way we like to take short cuts in speaking.

One morning a teacher found a pencil on her desk. She held it up and asked:

Is this your pencil, Frank?

Frank replied:

No, Miss White, it isn't my pencil.

Frank took a short cut and said *isn't* instead of saying *is not.* He left out the *o* in *not.* Such a shortened form is called a **contraction.** Here you can see the two forms together:

Is not
Isn't

Pronounce both forms aloud. Which one can you say more easily and quickly?

Instead of saying *isn't,* people sometimes forget and say *ain't.* You can see that *ain't* is not the correct word. We write *is not* like this:

Is not

Can you leave out any letters and make *ain't?* It is just as easy to say *isn't* as it is to say *ain't,* and *isn't* sounds much better. When you are writing, it is better to use *is not* instead of the contraction *isn't.*

Setting a Trap—A Game

Do you know what a trap is? What kinds of traps have you seen? Have you ever seen a trap set? Why do people set traps?

Do you ever forget and use *ain't?* Should you like to set a trap so that it will not trouble you any more?

The Trap

This trap is to catch you if you say *ain't* instead of *isn't.* If you say *ain't,* you are caught in the trap.

The teacher will ask each question and will call upon you to answer it. Make the answer a sentence. This is the way the game goes:

Frank, is this your hat?
No, Miss ——, that isn't my hat.

1. Is this your book?
2. Is this your eraser?
3. Is your pencil in my desk?
4. Is your father in this room?
5. Is your knife on my desk?
6. Is this the sixth grade?
7. Is the principal's desk in this room?
8. Is your eraser in the principal's room?
9. Is your hat on my desk?
10. Is this an orange?

Should you like to ask your classmates some questions? Think of some you would ask.

Written Exercise—Find the Missing Word

From the words below find a good word for each blank space and write the sentence. The same word may be used more than once. Notice how *isn't* is written. Remember capital letters and punctuation marks.

new book desk isn't large pencil

1. That isn't my ——— book.
2. My ——— isn't on the desk.
3. That book isn't so ——— as mine.
4. Red ——— the color of my book.
5. My lead ——— isn't very sharp.
6. ——— my hat on your desk?
7. Your knife isn't on my ———.
8. Our class ——— very large now.
9. One boy ——— here this morning.
10. This lesson ——— very hard.
11. Isn't your book ———?
12. John's book isn't in his ———.

Five of the six sentences given below are correct. Find the one which is incorrect.

1. You are the captain.
2. This isn't the right problem.
3. The fourth color is blue.
4. Three sandwiches is plenty.
5. The men are in the field.
6. Only three are going.

29

Telling a Story

You have learned that there are three important things to keep in mind when you are telling a story.

1. Choose a subject that is about one thing.
2. Make the first sentence show what you are going to tell about.
3. Stick to the subject.

To-day you may tell a story. What should you like to tell your classmates about? In choosing your subject, remember that it must be about one thing.

If you have a dog, tell about one trick that you have taught him, or one thing that he has done. If you have a kitten, tell about one thing that it does. If you have no pet of your own, perhaps one of your playmates has one that you would like to tell about.

You may have done something to help your mother or your father that you would like to tell about.

After you have chosen your subject, think what you are going to say for your first sentence. Remember that the first sentence should tell what you are going to talk about, and that it should make your classmates want to hear the rest of your story.

When you are telling your story, do not speak of anything that has nothing to do with your subject.

Be ready so that you can stand and tell your story promptly when you are called upon.

30

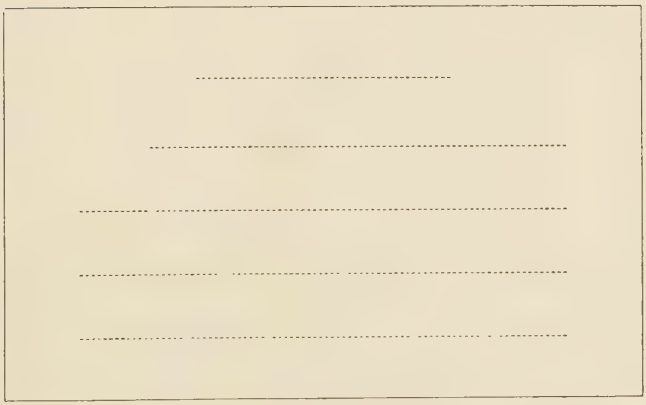
Writing a Story

You told your classmates about a pet that you have or have seen, or about something that you have done. Now you may write the story that you told. Think of a good title for your story.

In writing the title, remember that the important words begin with capital letters. Can you remember some words that do not begin with capital letters when they are used in titles? You will find these on page 33.

Be sure to *indent* the first line of your story. *Indent* means move in (dent in).

This is the way the lines of your story should look:



Compare the story you have written to-day with the one you wrote for lesson 11, page 19.

When you have finished your story, read it through carefully to see:

1. If you have begun each sentence with a capital.
2. If you have spelled every word correctly.
3. If you have used the proper punctuation marks.

Try to correct your own work so that you can hand in a perfect paper.

If you have written your story neatly, perhaps your teacher will place it on the bulletin board.

Speaking Distinctly *H* and *Th*

You have practiced sounding the ends of words. To speak distinctly, you must also sound the beginnings of words clearly.

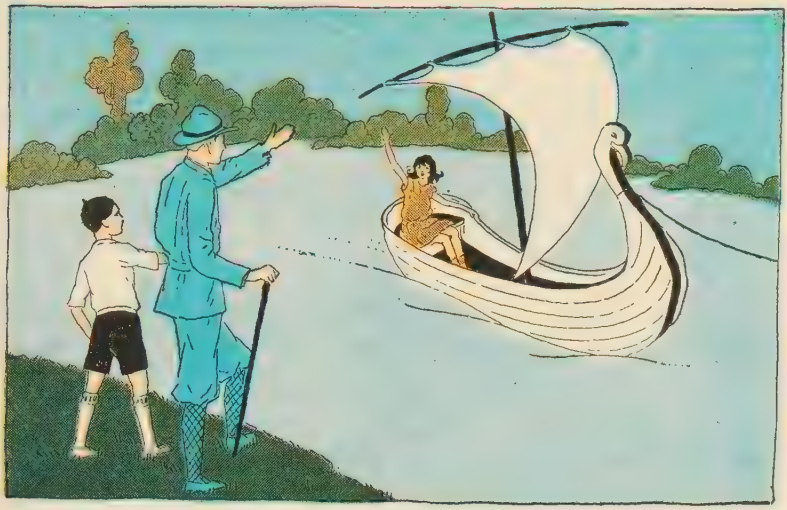
If the word begins with the sound of *h* bring out the *h* clearly. Practice speaking:

1. His hat is high.
2. His hair is white.
3. He has a happy home.
4. How did he hold him?
5. Please hand the history to him.
6. He hopes to have Henry help him.

Note. The *h* is not sounded in the words *heir, honest, honor, hour.*

Be careful to bring out *th* clearly. Practice speaking distinctly the following words:

this	these	than	them	thank
that	those	then	thing	theft



31

Learning to Use *See, Saw, Seen*

Children often have a great deal of trouble with *saw* and *seen*. Here is a story that will help you to remember to use them correctly. Look at these words in the story.

FUN IN THE PARK

Charlie and Betty spent the afternoon in the park with their Uncle Henry. When they came home, they wanted to tell their mother about everything they had seen.

"Oh, Mother!" cried Betty as she danced into the room, "I saw the prettiest little boat that looked just like a big swan. Uncle Henry gave the man ten cents and let me ride in it."

"I think I have seen it. Your Father and I walked past

it one day. We saw a little girl riding in it then," replied Mother.

"We saw three big bears eating their dinner," said Charlie. "The man had just fed them. Have you seen these?"

"No, but I have seen other bears," replied Mother. "Perhaps we may all go to see these some afternoon."

"Oh! I wish we might go," exclaimed Charlie.

Look at *seen* every time it is used in the story. Is it ever used alone? What are the helping words that are used with *seen* in this story?

Can you make a rule about using *seen?* If you make a good rule, you may write it on the blackboard. Then you will always try to remember that you should not use *seen* without a helping word.

Now look at *saw* in the story. Do you find any helping word with it? Can you make a rule about using *saw?* When you get a good rule, you may write it on the blackboard. Then you must try to remember that a helping word should never be used with *saw.*

Interesting Store Windows

Do you like to look at the store windows? We often see very interesting things. Notice the store windows that you see, and at your next recitation tell your classmates about the most interesting thing that you have seen. Do not tell about anything that some one else has mentioned.

If you do not live in a city or large town, tell about the most interesting thing you see by the wayside.

If you use *see, saw,* or *seen* incorrectly, your classmates may tell you about it after you finish your story.

The *See-Saw-Seen* Game

First Part

Each pupil may rise and look at some object in the room. Then, while he is looking at the object, he may say:

I see a (an) ———.

Each pupil should name an object that has not been mentioned.

Second Part

The class may choose a pupil to act as leader to stand in front of the class. The game may then go like this:

Leader: Frank, please go to the window and look out.

(Frank goes to the window and looks out. He then returns to his seat and remains standing.)

Leader: What did you see?

Frank: I saw a tree.
I have seen one before.

Those at their seats will watch to see that Frank does the following things:

1. Uses *seen* with a helping word.
2. Never says *I seen.*

If Frank answers correctly, he may be the next leader. If he does not answer correctly, the leader will call upon another pupil to go to the window. Each pupil should name a different object. The leader should not call upon the same pupil twice.

Should you like to match the boys against the girls in your class to see which can make in three minutes the larger number of sentences, using correctly *saw,* or *seen?* Your teacher will look over the sentences and will mark the incorrect ones. Then she will appoint pupils to count the correct sentences on each side.

Find the Word That Fits—Seat Work

Copy each sentence and fill each blank space with *see, saw,* or *seen.* Remember the rule that you made for these words.

1. Mary ——— a little boat.
2. She ——— it in the park.
3. She had never ——— it before.
4. Charlie had ——— it before.
5. Their mother had ——— it, too.
6. Charlie ——— three big bears.
7. Mary ——— the bears, too.
8. They ——— the bears eating dinner.
9. Two other children ——— the bears.
10. Charlie told his mother what he had ———.
11. Have you ——— a boat?
12. Did you ——— it in the park?

Your score is the number correct.

32

Writing Sentences

The following sentences were in a letter that a third grade boy wrote to a friend:

1. I am in the third grade.
2. Last year I was in grade two.
3. We play games in our room.
4. In what grade are you?
5. Do you play games in your room?
6. What games do you like best?

What is the first word in the first sentence? We say that *I* is a word, and it should always be a capital letter. We now have two rules for using capital letters:

Begin the first word in every sentence with a capital letter.

The word *I* should always be a capital letter.

Now read the six sentences and notice the marks at the ends. You see that, while all sentences begin with a capital letter, they do not all have the same mark at the end.

Each of the last three sentences asks a question, and it has a question mark at the end. We now have two rules for punctuating ends of sentences:

Put a period at the end of every sentence that is a statement.

Put a question mark at the end of every sentence that is a question.

Sentences to Study

Read each sentence and tell why the first word begins with a capital letter. Then tell why the period or the question mark is used at the end. This is the way:

We saw the squirrel's home. (Reads aloud)

This is a sentence.

We begins with a capital letter because it is the first word in a sentence.

There is a period at the end of the sentence because it tells something.

We saw the squirrel's home.
The home was in a log.
It was soft and warm.
Have you ever seen a squirrel's home?
Where did you see it?
The squirrel was busy all day.
He ran over the trees.
Then he ran on the ground.
He got nuts for winter.
He put them under his home.
In winter it is cold.
There is snow on the ground.
He will stay in his warm nest.
Do you think he will feel cold?
Should you like to see him in his nest?

Practice in Writing Sentences

The following sentences are printed without capital

letters or marks of punctuation. Write on the blackboard each sentence as you think it ought to be written. Your classmates will watch to see if you write it correctly. If any one thinks that your work is not correct, he may go to the blackboard and correct it.

1. we often go to the park
2. do you like to go to the park
3. one day we saw a big bear
4. we were afraid to go near him
5. have you ever seen a bear
6. were you afraid of him
7. another day we saw three deer
8. they were very pretty
9. father once saw a wild deer
10. where have you seen a deer

Review Exercise—Seat Work

Write each sentence and fill the blank with one of the words *see, saw, seen.* Use the one that you think is correct.

1. One day last week we ——— a balloon.
2. We ——— it coming over the trees.
3. We ——— that it came very fast.
4. Soon my little sister ——— it.
5. She had never ——— a balloon before.
6. The man in the balloon ——— us.
7. I ——— him wave his hand to us.
8. My sister said she ——— two men.
9. My brother had ——— a balloon before.
10. He ——— one last summer.

33

How Well Do You Remember?—A Test

Part 1

Write the sentences given below, using in each blank space one of the following words:

is are have see saw seen isn't

1. We saw the circus tents. It ——— warm to-day at all.
2. Frank's mother called him. "Where ——— your books," she said. "I ——— them right here," said Frank.
3. "——— this the very best you can do?" asked the teacher. "I have ——— you do much neater work."
4. "I ——— him standing there a moment ago," said Frances. "Well, I don't ——— him now," said her brother.
5. ——— you and your brother going to play ball?

Part 2

Some of the following sentences are correct; some are incorrect. Write in a column on your paper the numbers from 6 to 10. Opposite the numbers of the sentences write a *C* for the sentences that are correct and an *X* for those that are wrong.

6. Mother, Fanny, and I are going in the automobile.
7. "I have got a new bat," said William.
8. "I seen him jump farther than that," said Roscoe.
9. He and my brother is going.
10. "Right you are!" said Father.

If you did not make a perfect score, your teacher will ask you to do *Exercise II* on pages 188–189.

34

Appearance of Written Work

Your written work looks very much better if you arrange it properly on the page.

The space on the left-hand side should be the same as that on the right-hand side. This space is called the **margin.** Also the margin below the writing should be about the same as that above it.

Below there is a picture of a paper on which the writing is properly arranged, and another picture shows a paper on which the writing is crowded into the upper left-hand corner. Which do you like better?

1. My little brother has a kitten.
2. He likes to play with it.
3. One day he lost the kitten.
4. Where do you think it was?
5. It was sleeping in the doll house.

1. My little brother has a kitten.
2. He likes to play with it.
3. One day he lost the kitten.
4. Where do you think it was?
5. It was sleeping in the doll house.

Practice in Writing Sentences

The following sentences are printed without capital letters or marks of punctuation. Write the sentences as they ought to be written. Try to make a perfect score.

1. my little brother goes to school
2. this is his first year
3. he did not want to go
4. what do you think he did
5. my mother had to go with him
6. the teacher was kind to him
7. he played with the boys at recess
8. now he likes to go to school
9. have you a little brother
10. does he like to go to school
11. what is the name of your school
12. what grade are you in

Those that have time may do the next exercise.

Practice in Writing a Story

The following story is printed without capital letters or marks of punctuation. Write the story as you think it ought to be written.

a brave dog

i saw a funny thing this morning a big black dog came into our yard he walked as if he was not afraid of anything just then a small cat ran out at him the fur on her back stood up straight the big dog gave one look at her then he turned and ran as fast as he could i thought he was not as brave as he looked

After you have written the story on page 56, look through it very carefully.

1. Have you begun every sentence with a capital letter?
2. Have you spelled all the words correctly?
3. Have you put the proper punctuation mark at the end of each sentence?
4. Is your writing neatly done and easy to read?

After you have marked each mistake, copy the story and try to make a perfect paper.

A Test

Write the numbers from 1 to 10 in a column. In the ten sentences below there are ten blanks. You are to use *saw* or *seen* in each of the blanks. Place the correct word after the number for each sentence.

1. Have you ——— my book?
2. I ——— it on your desk.
3. The umpire ——— him.
4. We ——— the picture yesterday.
5. How many times have you ——— it?
6. Carl ——— Frank break the bat.
7. I have never ——— anything so funny.
8. The bell rang before I ——— Mary.
9. I ——— a big black cat there.
10. Haven't you ——— him?

Write answers to the following questions. Use *saw* or *seen* in your answers.

11. Have you ever seen an airship?
12. Did you ever see a mail plane?

What was your score?

35

A Story to Keep

It will be interesting for you to write a story that your teacher can keep until the end of the year. At that time you may write another story, and your teacher will give you the one you write to-day so that you can compare them and see how much you have improved during the year. Perhaps you will like to put both stories up side by side somewhere in the room. Then you may like to take them home so that your friends can compare them.

The first thing is to think of a good title. Perhaps you have made something, or you may have seen something that is interesting, or one of your pets may have done something that you would like to tell the class about.

After you have chosen a subject, think of a first sentence that shows what you are going to tell about.

Now write your story. Try to stick to your subject and not speak of anything that is not connected with the story.

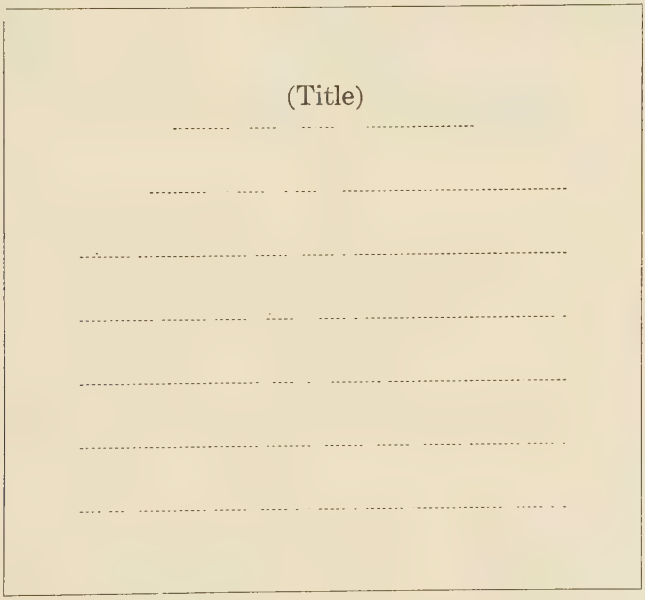
Making a Pretty Picture

Do you like to look at a pretty picture? Try to write your story so neatly that you will like to look at it just as you like to look at a pretty picture.

The title is placed above the story. Remember to begin the important words of the title with capital letters.

The margin on the left side of the paper should be about the same as that on the right, and the margin at the top should be the same as that at the bottom. Remember to indent the first line.

The picture of the story given below will show you how your story ought to look when you have written it.



Now look your story through very carefully to make sure that you have begun every sentence with a capital letter and have put the right punctuation mark at the end.

When you have finished writing your story, perhaps your teacher will let you hold it up so that your classmates can see it. They may tell you whether or not it looks like the model. They may suggest ways in which you can improve the appearance of it.

Practice in Writing Correctly—Seat Work

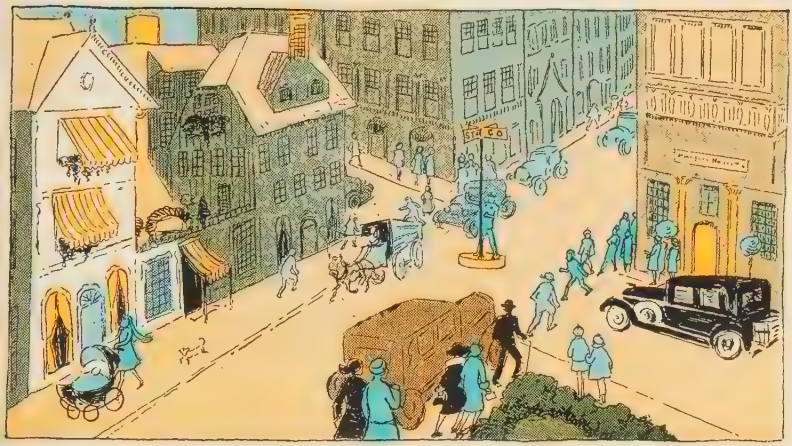
Here is a story that was written by a third grade girl. It is printed without capital letters or punctuation marks. Write it as it ought to be written. After you have written it, read it through to see that you have made no errors.

yesterday i went to visit my aunt she had a kitten she gave it to my mother my aunt would not let me take it she said the mother cat would scratch me

A Puzzle

Find a phrase (group of words) in the right column that tells the correct thing about a phrase on the left side.

The title of a story should be	must be interesting.
A sentence begins	after a question.
A period is used	about one thing.
A question mark is used	at the end of a statement.
The first sentence of a story	with a capital letter.
The important words of the title	after the title of a story.
No mark of punctuation is used	begin with a capital letter.



36

How to Avoid Danger

When you are coming to school and going back to your home, do you have to pass any place that seems to be dangerous? It may be a corner where several streets come together, or a crossing where many cars are constantly passing. If you live in the country, it may be a place where you cannot see the cars until they are right upon you. If you have to pass any such place, you can help your classmates by telling them about it. They may have to go that way some time. In telling your story, answer these questions:

1. Where is it?
2. Why is it dangerous?
3. What can I do to avoid the danger?

While you are talking, be careful not to speak of anything that has nothing to do with your story. If you are talking about a street corner, you may think of a store nearby where you sometimes get candy, but do not let yourself speak of it.

When you have finished your story, your classmates may tell what they like about the way you told your story. Then they may show how you can improve the next story that you tell.

How I Use Care

Is there any place where you go often that is very dangerous? It may be the place that you told the class about. Write about the place and tell how you use care in passing it. The following questions will help you:

Where is it?
Why is it dangerous?
In what way do I use care?

After you have written your story, look it through carefully to see:

1. If you have begun each sentence with a capital letter.
2. If you have spelled every word correctly.
3. If you have used the proper punctuation marks.

Try to have a perfect paper.

A Sentence Game

See how many sentences you can make from the

words in the list below. Write them neatly on paper. For example, you will find the words in these sentences:

George has a hat.
I saw a dog in school.

The one who makes the most sentences in the time that is given has the highest score. A sentence will not be counted unless it begins with a capital letter and has the correct punctuation mark at the end. The two sentences given above are not to be counted.

a	bat	his	book	the
I	can	has	are	play
in	horse	is	pencil	sing
to	tell	game	told	write
go	walk	went	school	new
my	George	this	played	likes
run	have	dog	Henry	saw
see	with	plays	after	story
you	seen	will	children	circus
it	like	fun	swing	high
be	at	street	careful	crossings

Counting Sentences—A Test

As someone reads aloud the following paragraph, count the number of sentences. You must not look at your books when you use this exercise in class. This is a test for both the reader and listener.

An unlucky fox fell into a well. He cried out for help. A wolf heard him and came running to see what was the matter.

37

A Class Test—Recognizing Sentences

A class test is quite different from a regular recitation. On your regular recitation days your teacher will help you with any difficult part if you need help. On test days, before starting any test, take your book and a sheet of paper; find the test which your teacher wants you to take; read the explanations or directions and do the best you can without asking for help. It is a part of the test to see if you can follow the directions.

Directions

On the next page there are fifteen lines of words. Ten of these are sentences, and five are not. On your paper copy the ten that are sentences. Put 1

before the first sentence, 2 before the second, and so on until you get 10. Put your name at the top of your paper.

The lines are printed without marks of punctuation. When you write a sentence, you must put the proper punctuation mark at the end of it.

I have a ball
A good ball
We will play with it
A game with the boys
Tom has a new book
He can read the book
Tom and his brother
His brother can read
I like a story
A story about a game
We tell a story in school
Then I tell the story at home
A story of a boy
One boy lives on a farm
He told about some birds

If every one of the ten that you write is a sentence, your paper will be marked one hundred. Ten will be taken off for each time that you fail to follow the directions.

Those that finish the first test and have more time, may do the following exercise for an extra score.

Making Sentences

Some of the following lines are sentences, and some are not. The lines are printed without punctuation marks. Read the first line. If it is a sentence, copy

it exactly as it is printed and put the proper mark of punctuation at the end. If it is not a sentence, add the necessary words to make it into a sentence and write it correctly. Then study the second line, and so on.

1. A young boy went to walk
2. He had a small dog
3. A little black dog
4. They came to a pond
5. In a small park
6. Green grass all around it
7. The boy threw a stick
8. Far out into the water
9. The dog swam out to it
10. He brought it to the boy

After you have written the test, look it through carefully and correct any errors.

Using *Is* and *Are*—Seat Work

Write each sentence and fill the blank with *is* or *are*. Try to make a perfect score.

1. This ——— my class.
2. There ——— two books on my desk.
3. My pencil ——— on your desk.
4. There ——— two pencils on Tom's desk.
5. Frank and Henry ——— at home.
6. The sheets of paper ——— on the table.
7. The pencils ——— in a large box.
8. The pens ——— in a small box.
9. Two chairs ——— on the floor.
10. One door ——— open.

38

Learning to Copy Exactly

This lesson is to teach you to copy exactly. You will find that it will be very helpful in all your school work if you learn to make a perfect copy.

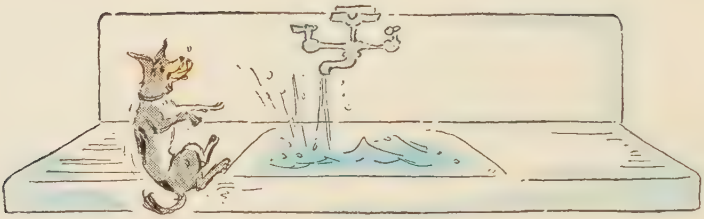
Class Exercise

Take your book, go to the blackboard, and copy the first sentence exactly as it is printed. If any one of your classmates thinks that your work is not correct, he may go to the blackboard and correct it. Then copy the second sentence, and so on through the exercise.

1. One boy has a ball.
2. It is a new ball.
3. He likes to play with it.
4. The boys play with him.
5. One day he lost the ball.
6. He looked for it.
7. He called his dog to help.
8. What do you think the dog did?
9. The dog looked for the ball.
10. He found it in the grass.

Something to Do at Your Seat
Copying a Story

Copy the story on the next page exactly as it is printed in the book. After you have finished copying, compare your work with the story in the book. Did you make a perfect score?



One of My Dog's Tricks

My little black dog has a queer trick. He likes to sit on the sink and play with the drops of water that fall. Sometimes he gets so excited he falls over backwards.

A Test

Write each sentence and fill each of the blanks with one of the words *see, saw, seen.* When you have finished the test, your teacher will place the correct words on the board after the number for each sentence.

1. One day Billy ——— a queer thing.
2. He ——— a kitten in a tree.
3. He had never ——— a kitten in a tree before.
4. Then he ——— why it was there.
5. He ——— a big dog under the tree.
6. The kitten had ——— the dog coming.
7. It ——— a safe place in the tree.
8. The dog ——— the kitten and barked
9. Billy ——— that the kitten was afraid.
10. Soon he ——— the dog go away.

Your score is the number correct.

39

How to Judge a Story

You have learned that, in order to tell a story well, you must keep in mind three things. These are:

1. Choose a subject that is about one thing.
2. Make the first sentence show what you are going to tell about.
3. Stick to the subject.

These three things form a standard that you can use as a guide in telling a story yourself, and in judging the stories that your classmates tell.

Judging Stories

To-day you may be a judge. Read or listen very carefully when your teacher reads the two stories that are given in this lesson.

Tell what you like and what you do not like about the first story. Remember how you are to judge a story.

Tell about the second story in the same way.

Now, tell which is the better story and why.

How I Lost My Boat

When I was at camp, I lost a boat that my mother bought for me. I put it into the water to sail it. The first thing I knew it was out of my reach. I should have known better than to try to sail a boat without a string to it.

Helping on the Farm

When I go to the farm, I feed the horse, milk the cows, and gather the eggs. When haying time comes, we hitch up the horse and get the hay in. I call this a good time.

Notice that each of the stories has a name or a title. The title should tell what the story is about, and it is generally shorter than the first sentence.

Notice that the short words *on* and *the* in the title of the second story do not begin with capital letters. Some of the words that do not begin with capital letters in titles are *a, an, the, in, on, at, by, of, for.*

A Test for a Perfect Score

Write each line and fill the blank space with one of the words *see, saw, seen, isn't.* Choose the one that is correct.

1. Yesterday we ——— a large bird.
2. We ——— it in a tree.
3. We had never ——— one like it.
4. It ——— a common bird.
5. Last night we ——— another bird.
6. We ——— this bird on the ground.
7. We have ——— birds like it before.
8. I never have ——— one in a tree.
9. Its home ——— in a tree.
10. ——— it a queer bird?

After you have written the exercise, practice reading the sentences aloud from your book until you can choose the correct word quickly.

40

Writing Names of Persons

Here is an old riddle:

> Elizabeth, Elspeth, Betsey, and Bess,
> They all went together to seek a bird's nest.
> They found a bird's nest with five eggs in it,
> They all took one and left four in it.

How many names do you find in the riddle? How many girls are there? Can you give the answer to this riddle?

With what kind of letter does each name begin? Remember this rule:

Begin each part of the name of a person with a capital letter.

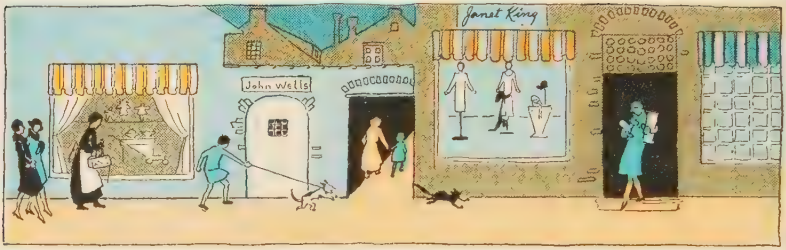
The name of an animal should begin with a capital letter,—as *Rover, Prince.*

Write on the blackboard:

> Your first name.
> Your last name.
> Your name in full.
> The first name of one of your friends.
> The full name of one of your friends.

Do not write a name that has been written by some one else.

The last name, or the name of all the family, is called the family name or the *surname.* What is your family name?



Why does each person in a family have a different first name? The first name is called the *Christian* name or the *given* name. Can you think of any reason why it is called the *given name?* What is your Christian name?

Finding Mother Goose Names

See if you remember the Mother Goose stories, and can find in the list below the names that belong in each blank space. Write each sentence and fill the blank with the name.

1. Jack and ——— went up the hill.
2. Little Jack ——— sat in the corner.
3. Little Johnny ——— had a little pig.
4. Humpty ——— sat on a wall.
5. Little Tom ——— sang for his supper.
6. Little Miss ——— sat on a tuffet.
7. Old Mother ——— went to the cupboard.
8. Simple ——— met a pieman.
9. Little Bo ——— fell fast asleep.
10. Little Betty ——— lost her holiday shoe.

Peep	Blue	Horner	Dumpty	Pringle
Jill	Simon	Muffett	Hubbard	Tucker

41

What Did You Do to Help?

Have you done something lately to help some one? Perhaps you have helped your mother in some way. You may have cared for your little brother or sister, or you may have washed the dishes for her, or you may have gone on an errand. You may have helped your father in some way, an older brother or sister, or a friend.

Tell your classmates about one thing that you have done lately. Remember the standard for a good story:

1. Select a subject that is about one thing.
2. Make a first sentence that shows what you are going to tell about.
3. Stick to the subject.

Your classmates will listen while you are talking and will suggest ways in which you can improve your story.

Writing Your Story

Now write the story that you told or were ready to tell to your classmates. Remember to indent the first line and to leave an equal margin on both sides of the paper.

After you have finished writing, look your story through very carefully to see:

1. Did you begin every sentence with a capital letter?
2. Did you spell every word correctly?
3. Did you put the proper punctuation mark at the end of every sentence?

Try to make a perfect paper before you hand it to your teacher. If you need to make corrections, what should you do before handing it to your teacher?

If your story looks like the picture of the story that we saw on another page, perhaps your teacher will place it on the bulletin board.

Practice Exercise

The following story is printed without capital letters or periods. Write the story and use capital letters and punctuation marks where they are needed.

i went to walk with frank and tom we went to the park mary and nellie met us there they were with their mothers we ate our lunch under a tree there were little birds in the trees they came down to get some of our lunch we enjoyed the day very much

42

Speaking Distinctly

James was very careless about speaking his words clearly. In the sentences below he did not pronounce all the words distinctly.

"This is a cold morning," said James as he came in with his cap down over his ears.

Read what James said and pronounce every word very distinctly. Look out for the *d* on the end of *cold* and the *g* on the end of *morning*.

"I heard the wind blowing when I woke up," said James.

Read what James said and be careful to sound the *d* on the end of *wind*.

"George said it blew last night," said James.

Read what James said. There are several places you will need to watch. Be careful to make two distinct words of *said it*. Look out for the *t* on the end of the word *last*.

"This is the first morning that the thermometer has gone down to three below," he said next.

Read what James said and be careful to sound the *t* on the end of the word *first*. Be sure to make two syllables of *below*. Sound the *t* on the end of *next*.

"I suppose I must go to school even if it is cold," said James.

Read what James said. Be careful how you pronounce *suppose.* Remember that there is a *t* at the end of *must.*

A Game

For the blackboard:

and	lost	most	cold	must
end	last	wind	send	might
fast	said	going	word	blowing

The class will choose a leader who will leave the room. You will also choose another pupil who will stand at the blackboard and who will point to a word for the other pupils in the room to keep in mind. The pupil at the blackboard will now call the leader who will try to find the word. The game will go like this:

Leader: Henry, is the word *last?*
Henry: No, the word isn't *last.*

Leader: Dorothy, is the word *send?*
Dorothy: No, the word isn't *send.*

Leader: Frances, is the word *wind?*
Frances: Yes, the word is *wind.*

If the leader does not pronounce a word distinctly, the pupils may raise their hands and the teacher will appoint another leader. If a pupil forgets and does not pronounce a word distinctly, he is caught.

Watch for Errors

If you hear any one pronounce a word incorrectly, remember the word. Write the word on a slip of paper and give it to your teacher. These words will be written on the blackboard and used for a pronouncing game.

Making Sentences—Seat Work

Each of the lines in the exercise below is a group of words that does not make a sentence. Make the words into a sentence by the addition of other words and write the sentence correctly. Put the number before each sentence.

This is the way: Suppose you have the words *a small book*. Here are some of the sentences that you might make:

I have a small book.
There is a small book on the desk.
The small book belongs to me.

Exercise

1. a long pencil
2. my hat
3. a little bird
4. my little brother
5. a long walk
6. a pretty flower
7. the trees
8. a pleasant day
9. the postman
10. my book

43

Studying a Story

Have you ever heard anyone say "sour grapes"? This story will show you what the words mean. It was written a long time ago by a man named Æsop. The stories that he wrote were called *fables.*

You may read it to the class unless your teacher wishes to read it to you.

SOUR GRAPES

One day a fox that was very hungry saw some large ripe grapes on a vine high above him. Again and again he jumped as high as he could, but he could not quite reach them. At last he gave up trying, and, as he walked away, he said, "They are sour grapes anyway, and I would not take them if I found them lying in the road."

Do you ever go to see moving pictures? In moving pictures the plays are acted so that you can understand the story by seeing the pictures.

Let us suppose that the story of *Sour Grapes* is shown in moving pictures. Tell the story as you think you would see it on the screen.

You see a fox walking along a country road. Then he sees the grapes and tries to get them. How does he look when he finds that he cannot reach them? Can you imagine how he looks when he turns away? Say in the way you think the fox did, "They are sour grapes anyway, and I *wouldn't* take them if I found them lying in the road."

Do you think the fox really meant that he would not take the grapes if he found them? If he didn't mean it, why did he say it? Did you ever hear any one say "sour grapes"? Try to think of a time when a person might say the words.

Story Making

One day a cat found a pantry door partly open and crept in. On a high shelf was a plate of meat.

Make a story about the cat and the meat like the story of the fox and the grapes. What did the cat do when she saw the meat? Did she get the meat? What did she say when she turned away and left the pantry?

If you and your classmates can tell the whole story well, your teacher will write it on the black-

board for you. Perhaps you will like to copy it to take home. Be careful to copy it exactly as it is written on the blackboard.

Your Story Outline

A good title
An interesting first sentence
Stick to the subject

A Test—Seat Work

Write each sentence and fill the blank with one of the following:

is are isn't see seen saw

1. Have you ever ——— a fox?
2. I ——— one last week.
3. There ——— some foxes in the park.
4. We ——— them last summer.
5. Wild foxes ——— very sly animals.
6. A wild fox ——— easily caught.
7. Have you ever ——— a wild fox?
8. We ——— one on a farm.
9. It was running when we ——— it.
10. It ——— easy to get near one.

Make a record of your score.

Rule a card or sheet of paper like the one shown on page 81. Place it in your desk or class book, or, if your teacher wishes, in the back of your book. Mark your score of to-day's test. Use this card for other tests. Check your score to see how much you are improving.

My Score Card

Date	Number of Exercises	Number Right

44

Class Tests

Part 1—Writing Sentences

As you have been told before, when you come into the class for a test, your teacher will not help you in any way except that she will read the explanation and the directions. Then you must take your book and a sheet of paper, and do the best you can.

Directions

The sentences below are printed without capital letters or punctuation marks. Write each sentence as you think it should be written. Each sentence that you write correctly will be marked 10. If you write them all correctly, your paper will be marked 100. If you have one incorrect, your paper will be 90, and so on. Every word must be spelled correctly.

Test

1. billy has a new watch
2. he looks at it very often
3. he takes it to bed with him
4. billy can tell the time
5. he knows when to go to school
6. can you tell time
7. when do you go to school
8. billy winds his watch at night
9. he likes to wind it
10. he has never let it run down

What is your score?

Part 2—Knowing Sentences

After you have finished Part 1, go on with Part 2 of the test.

Some of the following lines are sentences and some are not. Copy those that are sentences and punctuate properly. Do not copy those that are not sentences. The lines are printed without punctuation marks.

1. A boy sells papers
2. Every morning and evening
3. On the street corner
4. Have you seen him
5. The boy earns money
6. Some days more than others
7. He pays for his shoes
8. Sometimes for his clothes
9. His little brother helps him sell papers
10. Have you ever sold papers

Part 3—Finding Lost Words

If you have time after finishing Part 1 and Part 2, you may write Part 3 for an extra score.

Each line in the exercise below is part of a sentence. Think of words that you can add to make a sentence and write the sentence.

1. a little child
2. started to run away
3. an older brother
4. ran very fast
5. caught and brought him back

45

The Two Parts of a Written Story

In telling a story, you choose a subject, you think what you are going to say, and then you tell your thoughts to your classmates. What you have thought is the **thought part** of the story.

In writing a story, you think what you are going to write just as you think what you are going to say when you tell a story. In addition to the thought part, it is necessary to use capital letters correctly, to spell the words correctly, and to put the proper punctuation marks at the ends of the sentences. This we may call the **writing part** to show that it is different from the thought part of a story.

When you are correcting your own work, remember that there are two parts to a written story.

1. The thought part
2. The writing part

A Class Talk

Are the two parts of a written story of equal importance, or is one part more important than the other? If you think one part is more important than the other, tell which you think is the more important, and tell why you think so.

Practice in Copying from the Blackboard

With your books closed copy the following story

from the blackboard. Be careful to write every part exactly as it is written on the blackboard.

For the blackboard:

The Golden Eggs

There was once a goose that laid a golden egg every day. She brought her owner a great deal of gold. He was greedy and wanted more. He thought he could kill the goose and get all the gold at once. He found no gold and did not get any more golden eggs.

When you have finished writing, check your work by comparing it with the story on the blackboard. Notice how the title is written. Look for each capital letter and punctuation mark. Mark each error. Write the number of errors in the upper right-hand corner of your paper.

What Do They Do?—Seat Work

Below there is a list of people that you know or have heard about. Write a sentence telling what each person does. Put the number before each sentence. Write the sentences in a column.

1. farmer
2. tailor
3. grocer
4. printer
5. painter
6. carpenter
7. fireman
8. truckman
9. chauffeur
10. milkman

If every sentence is correct, your score will be 10. Try to make a perfect score.

46

How to Judge Your Written Stories

The Thought Part

You have already learned that in order to tell a story well you must keep in mind the following standard:

1. Choose a subject that is about one thing.
2. Make the first sentence show what you are going to tell about.
3. Stick to the subject.

You should always use this standard in planning and in thinking out the thought part of a story that you are to write, and also in judging the thought part of a story that has been written by some one else.

The Writing Part

The three things for you to keep in mind in the writing of a story are:

1. Begin every sentence with a capital letter.
2. Spell every word correctly.
3. Put the proper punctuation mark at the end of every sentence.

These three things form the standard for the writing part of a story. Keep these in mind when you are writing a story, or when you are judging the

writing part of a story that has been written by some one else.

Learn the standards for the thought part and for the writing part of a story so that you can repeat them in class. Repeat them daily until you know them thoroughly.

Practice in Writing Correctly

The following story, which was written by a third grade pupil, is printed without capital letters or marks of punctuation. Write it correctly. Check your work by the standard for the writing part of a story.

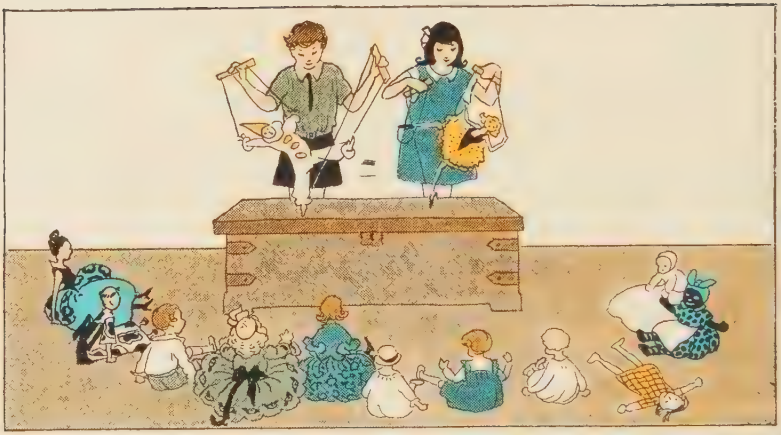
frightened by a mouse

once i was frightened by a mouse it was under my bed i did not know it i went to get my doll and the mouse ran out then i screamed my mother asked what the matter was i told her about the mouse i took the cat up and put him under the bed he caught the mouse

Judging the Thought Part—Seat Work

Write the answers to the following questions in regard to the story about the mouse.

1. Is it a good subject or not? Tell why you think so.
2. Is the first sentence a good one? Tell why you like it or do not like it.
3. Did the one who wrote the story stick to the subject? If you think he did, tell why you think so. If you think he did not, tell why you think so.



47

A Story about a Game

The Thought Part

When you and your friends are together after school or on Saturdays, you often play something. Your classmates will be glad to hear about your games. If you have sometimes played ball, perhaps you caught a fly and put some one out. Tell the class about it. Do not try to tell about the whole game; that would take too long. Tell about one part, like catching the fly. If you have played that your dolls had a party, tell about one thing that you played they did. Do not try to tell about the whole party. Some one part will interest your classmates.

Remember the standard for telling a story. Repeat the three parts of the standard so that your class-

mates will keep them in mind while you are telling your story.

After you have told your story, your classmates may try to help you make it better. Perhaps some one can suggest a better beginning sentence. If you did not stick to the subject, your friends will tell you what to leave out. If you do not speak distinctly, they will tell you about it and will show you how to sound the beginning and the end of each troublesome word.

After you have heard these suggestions, you may like to tell your story again to show how much better you can do it.

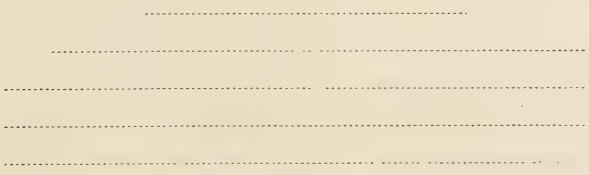
The Writing Part

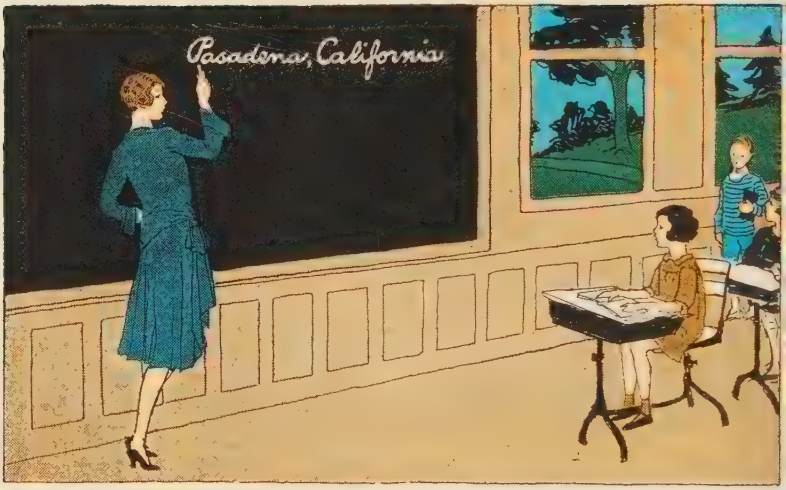
When you have told your story as well as you can with the help of your classmates, you may write it.

It is a little harder to write a story well than it is to tell it because there are three more things to keep in mind.

Repeat the three parts of the standard for the writing part of a story.

Be careful to indent the first line of your story. This is the way the lines of your story should look:





A Copying Test

Copy the following story on paper exactly as it is written on the blackboard. Notice that the name of a state or a city begins with a capital letter like the name of a person.

For the blackboard:

My Trip to an Ostrich Farm

When I went to California, I visited an ostrich farm in Pasadena. The birds were in separate pens. The man showed us the ones they named Maggie and Jiggs, and I watched him feed them oranges.

After you have finished, compare your work with that on the blackboard and correct all errors.

48

Kinds of Sentences

Statements

In talking with your friends, you make many sentences. If you are telling about something that interests you, the sentences tell or state something, and we call them **statements.** If you are telling about your little brother, perhaps you say:

Billy goes to school.
He is in the first grade.
He is learning to read.

If you are writing statements, remember to use this rule:

A sentence that is a statement should begin with a capital letter and end with a period.

Write on the blackboard a statement about your little brother if you have one, or about a pet that belongs to you or one of your friends. Watch to see that each one uses the rule.

Questions

If you ask one of your friends about something in which he is interested, your sentence is called a **question.**

Have you a little brother?
How old is he?
Does he like to play?

Remember to use the following rule when you are writing questions:

A sentence that is a question should begin with a capital letter and end with a question mark.

Write on the blackboard a question about something in which one of your friends is interested.

Practice in Writing Sentences

The following sentences are printed without capital letters or marks of punctuation. Write each sentence as you think it ought to be written.

1. one day there was no school
2. frank and henry went to walk
3. do you know where they went
4. did you see them
5. they went to the park
6. it is a pretty place
7. there was a shower
8. it rained very hard
9. did the boys get wet
10. the girls had a party
11. they went to a girl's home
12. do you know what they played
13. at noon they had lunch
14. then they went home
15. they had a good time

For an Extra Score

Those who finish the fifteen sentences above and have time may write the following paragraph correctly.

brownies are different from fairies they are little clumsy goblins with hairy legs they are good natured but stupid there are many interesting stories about these little make-believe people

Making an Exercise—Seat Work

Make an exercise like the one that has the heading *Practice in Writing Sentences.* Make four sentences. Be sure that there are two of each kind.

After you have made your exercise read it over carefully. Be certain that you have made sentences. Write your name in the upper right hand corner of the paper.

Correct Usage—A Test

Use the correct word from the parenthesis for the blank in each of the following sentences:

(*Is, Are*)	1. ——— these your books?
(*saw, seen*)	2. Have you ——— my new kite?
(*is, are*)	3. Gladys and her mother ——— here.
(*has, has got*)	4. Charles ——— his new bicycle.
(*saw, seen*)	5. Mother ——— her this morning.
(*saw, seen*)	6. I ——— her, too.
(*saw, seen*)	7. Have you ——— Grace?
(*is, are*)	8. Two ——— enough.

What was your score?

49

Speaking Distinctly

The word *don't* is a little word, but we must watch it in our speech. Read the following four sentences silently, then softly, and pronounce the *don'ts* very distinctly.

I don't know. We don't know.
You don't know. They don't know.

Be sure to sound the *t* in *don't* very clearly. The two words *don't know* should be entirely separate. Watch to see if you hear anyone run them together.

Pronounce:

Don't you?

One of the hardest things you will have to learn is to pronounce these two words distinctly. At first pronounce each word separately, like this:

Don't you?

Do this until you can pronounce them together and not say **chew**. You will need to practice speaking them many times.

Pronounce:

Please let me stay.
Please let me go.

Sound the *t* in *let* clearly. Do not run the two words *let me* together into one word.

Pronounce:

The wind blows.
It rained last night.

Sound the last letters very distinctly.

Pronounce:

Please raise the window.

Be careful to pronounce *window* correctly. Do not sound the *ow* like *er*.

Sentences for Practice

These sentences will give you practice in pronouncing the words that are studied in this lesson. Try to pronounce each word very distinctly.

1. I don't know where he lives.
2. Don't you know him?
3. Didn't you go to his home?
4. Please let me take your book.
5. Didn't you have a book?
6. Don't you sit near the window?
7. Does the wind blow in at the window?
8. Please let me close the window.
9. Don't you know how to write the story?
10. I don't know what to write.

Using *See, Saw, Seen* Correctly—A Test

Write each sentence on the next page and fill the blank with *see, saw,* or *seen*. Use the one that you think is correct.

1. This morning I ——— some chickens.
2. I ——— them in a store window.
3. I had never ——— any little chickens before.
4. The other boys ——— them, too.
5. Once I ——— some larger chickens.
6. Last summer I ——— some ducks.
7. I ——— them on a pond.
8. My brother had ——— them before.
9. I ——— one duck go down into the water.
10. I think he ——— something he wanted.

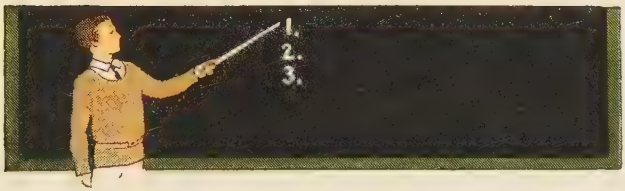
Mark your score on your score card.

If you finish the test on *see, saw, seen* and have time, write the following test for an extra score.

Knowing Sentences—A Test

Some of the following lines are sentences; others are not. Write those which are sentences and punctuate them properly. Do not write those which are not sentences.

1. Billy went to visit his uncle
2. His uncle lived in the country
3. On a very large farm
4. A farm with many apple trees
5. The apples were ripe
6. He helped his uncle to pick the apples
7. They had a long ladder
8. Billy went up the ladder
9. He carried a small basket
10. A basket for the apples



50

More Practice in Judging Stories

Do you remember the standards by which you are to judge oral stories? What are they?

Here is a story told by a third grade boy. Tell what you like about it and what you do not like, and give your reasons.

My Holiday

Saturday I got up about 8 o'clock. Then after breakfast I played with my brother until noon. After noon I helped my mother awhile. Then I went over to Tom's house and played till night.

Now study the following story in the same way.

A Lost Dog

Saturday morning I thought I had lost my dog. I went all around the street looking for him. About noon I heard him bark. I found him in a closet. He had gone in there and some one had shut the door. I was very glad to find him.

Now compare the two stories. Tell which is the better and tell why it is better.

Writing Different Kinds of Sentences

You have had many exercises to give you practice in writing statements. This exercise will teach you how to write other kinds of sentences. You remember we learned that a sentence may be a statement or a question, and that a mark is put at the end to show which kind of sentence it is.

Dictation Exercise

You will write the following sentences at your seats or at the blackboard when they are dictated by your teacher. To be correct, the sentence must begin with a capital letter and have the proper mark at the end. Every word must be spelled correctly. You will not have your books for this exercise. Look at each sentence carefully before you come to class.

1. Where are you going?
2. I am going home.
3. Where do you live?
4. I live near the school.
5. Will you go to my home?
6. That tree is near my home.
7. Is that an apple tree?
8. The boys play ball on the grass.
9. The girls play with their dolls.
10. One day we played school.
11. Who was the teacher?
12. Do you like to play school?
13. Where is your brother?
14. My brother is reading a book.
15. You have a pleasant home.

51

A Spelling Game

Here is a new game. It is to see how many words you can make from the letters in a word. Suppose that the word is *stand.* Write the letters in *stand* at the top of your paper, and under them write the words that you can make from the letters. Your paper should look like this:

s t a n d

an
at
as
ant
sat
sad
and
tan
sand

Now see how many words you can make from the letters in the word *smart.* The one wins who can find the most words in the time that the teacher gives you.

Write the words in a straight line and try to make your paper look like the exercise in the book. If you put in a word that is not spelled correctly, your paper will not be counted. Select the best four papers for the bulletin board.

52

Winter Sports

Have you ever gone coasting? Did you think it was fun? Some children who live where there is no snow do not have this sport. They like to read about it, though.

Look at the picture of the children coasting. Read the story to find the names of some of the children. What is an "intersection"? What should children do when they coast on a hill that is *intersected* by a street? Name all the safety first rules about sledding you can think of. Why do you think the children in this story enjoyed coasting?

After you have read the story, be ready to tell it in class. Do not make your story too long. See if you can *stick to the subject.*

COASTING FUN

Snow day, blow day,
Still and chill day,
And in homes the warm fires glow.

It was a day when the snow flakes were falling like tiny bits of down. It was not very cold because there was no wind. It was what one might call a "still" day. All the children were anxious to go coasting. At last lessons were over, and the children ran home to get their sleds.

There was not a very good place for coasting near Susie and Sally's house. Larry Greene told them about a hill near Fair Street. Susie and Sally's father said that they might coast down the hill near Fair Street if they would take turns watching the street at the end of the hill. If there happened to be a car coming, the child on watch was to signal the one coasting not to come. Larry promised to help watch.

When Susie, Sally, and Larry came to Fair Street, they found several other children already coasting. They did not seem to be in the least troubled by the cross street at the end of the hill. They coasted down without thought of danger.

Susie said to Sally, "Our father must be the only 'fuss buttons' around here. The fathers and mothers of these other children don't seem to worry about that street. I don't see why we always have to be so careful. It will mean that we can only coast half the time."

"I'll tell you what we can do!" said Larry. "Maybe the others will help watch. Let's see if they will."

Very soon, when most of the children were gathered in a group at the top of the hill, Larry said, "That street

down there is dangerous, and we might easily be killed if a car should come that way, and we happened to be going down hill at that time. Susie, Sally, and I are going to take turns guarding the street. Whoever is on guard is to signal the others not to come if there is a car in the distance. How many would like to help us guard?"

"Not a bad idea," murmured one little chap who had had a leg broken in a car accident once. He was anxious not to get into any other such trouble.

"Let us all take turns," said Susie.

"Suits me," said one.

"I'd just as soon," said another.

"I'll watch first," said Sally.

"I'll be next," said Larry.

"Then I'll take my turn," said Susie.

"I'll come after you," said another.

So the turns were all arranged and the crowd gathered at the top of the hill while Sally went to the crossing and

looked carefully in both directions. Then she waved to the children to come on. The children came down with shouts of joy.

"That was much more fun," said the boy whose next turn it was to watch. "A person can guide a sled better if he doesn't have a scared feeling."

From *Safety Town Stories*
by Mildred Miles Roberts

New Words

Perhaps, in telling the story, one of the pupils has used a word that is new to you. If you heard a new word, tell what it means if you know, and use it in a sentence. Which of the words given by other pupils were new to you? Perhaps you will like to write on the blackboard the words that were new to you.

Make a list of the new words that you learn between now and the next lesson and bring it to class. Before beginning the regular lesson, your teacher will ask you to give the words and to use them in sentences.

A Spelling Game—Seat Work

See how many words you can make from the letters in the words *winter sports*. The one wins who finds the largest number of words.

After the winner has been announced, you may stand in front of the class and hold up your paper so that the others can see it. The class may by vote choose the paper that has the best appearance.

53

A Class Test—Writing Different Kinds of Sentences

This is a test to see whether you know the different kinds of sentences, and can write them correctly. The sentences are printed without capital letters or punctuation marks. Write each sentence as you think it ought to be written. Put the number before each sentence.

Remember that in a test you will get no help from your teacher. Take your book and a sheet of paper and do the best you can. Each sentence counts ten. A perfect score is one hundred.

The Test

1. where did you go after school
2. i went to the park
3. we saw many birds
4. what pretty birds they are
5. have you seen the little lake
6. there is a boat on the lake
7. how clear the water is
8. there were ducks on the lake
9. they were very tame
10. have you seen the ducks

What is your score?

A Test

Copy each sentence on page 105 and fill the blank with *see, saw, seen,* or *isn't.*

1. Tommy ——— a pretty bird last week.
2. He had never ——— one like it.
3. It ——— a common bird.
4. He ——— it in the park.
5. The bird flew when it ——— him.
6. The same day he ——— a large blackbird.
7. It was the largest he had ever ———.
8. Have you ever ——— a large blackbird?
9. On the way home he ——— a red bird.
10. He ——— three pretty birds in one day.

Mark your score on your score card.

For an Extra Score

Those who finish the exercise above and have time may write the following and use the correct words in the blanks.

Did you see the ball game yesterday? Yes, I ——— it. ——— the weather fine for baseball? It is the finest I have ever ———.

Practice in Speaking Distinctly

Pronounce the following words very distinctly. Be sure to sound the ends.

1. bit	6. gild	11. sort	16. hard
2. fat	7. tact	12. neat	17. short
3. kind	8. find	13. meat	18. blest
4. yard	9. fund	14. bird	19. split
5. pond	10. mast	15. what	20. world

Winter
Spring
Summer
Autumn
January
February
March
April
May
June
July
August
September
October
November
December

54

The Names of the Months

You know the names of all the months, and you will want to know how to spell and to write them. Some of the names are hard to spell, and some of them are very short and easy. The months that come in the spring and summer have the easy names. The cold months have names longer and harder to learn.

For the blackboard:

Jan u a ry	May	Sep tem ber
Feb ru a ry	June	Oc to ber
March	Ju ly	No vem ber
A pril	Au gust	De cem ber

Pronounce each name distinctly and be careful to sound each syllable clearly. Watch for the *ru* in *February.*

Look at each word and say the letters softly. Write the word. Look at your book if you need to. Draw a line under any part of the word that is hard for you. Cover the word on the paper and write it without looking at your book. Did you get it right? Keep trying until you do.

Perhaps your teacher will ask you to write some of the longer names on the blackboard. When you are writing the names, remember:

The name of each month should always begin with a capital letter.

The Game of Months

The class may choose the first leader, who will think of one of the months, but he is not to tell the other pupils what it is. He will tell the class what kind of weather the month has, what fruits and flowers there are, how the trees and shrubs look, what the birds do, what games the children play, and anything else that is true.

If a pupil thinks he knows which month the leader has in mind, he may go to the blackboard and write the name of the month. If he has the right month and spells the name correctly, he may be the next leader. If the leader should forget and use *ain't*, he must go to his seat at once. This is the way the game goes:

Leader: I am thinking of a very cold month. The ground is almost always covered with snow. The boys and girls slide and go skating. Sometimes there are very severe storms. It is often hard for little boys and girls to go to school. What month am I thinking of?

(Helen raises her hand.)

Leader: Helen, you may go to the blackboard and write the name of the month.

(Helen writes *December*.)

Leader: No, it isn't *December*.

(George raises his hand.)

Leader: George, you may go to the blackboard and write the name of the month.

(George writes *February*.)

Leader: Yes, it is *February.*

George becomes the next leader. The leader should not call a pupil who has been called before.

Written Exercise—A Test

This is a test to see whether you have learned to write the names of the months correctly. With your book closed write the names of the twelve months in order. Then open your book and mark those that are not spelled correctly. At the top of your paper write the number that you have right. If you make any mistakes in spelling, study those words carefully; then write all the names, correctly spelled and in proper order, and hand to your teacher a perfect paper.

Answering Questions

Write an answer to each of the following questions, and *make each answer a sentence.* Put the number before each sentence.

1. What month is it now?
2. What was the last month?
3. What is the next month?
4. In what month is your birthday?
5. Which month do you like best?
6. Which do you think is the coldest month?
7. Which do you think is the hottest month?
8. In which month are there the most flowers?
9. Which month has a name that is hardest to spell?
10. Which month has the shortest name?

55

Abbreviations—Names of the Months

Do we always write the full name for each month? Where do you sometimes see a part of the name used instead of the full name? Why is a part of the name sometimes used?

When a part of a name is used instead of the whole name, the part that is used is called an **abbreviation.**

A period should always be used after an abbreviation.

On printed calendars the period is often omitted, but you should always use it when writing.

The names of some of the months are so short that the full name is always written.

The names of the months and the abbreviations for those that have them are:

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

Record of Birthdays

Would you like to keep a record of the birthdays of your classmates? It can be started like this:

June	6	Charles
July	1	Ann May

You should not use an abbreviation unless it is in a date line. In the heading of a letter you may write:

Sept. 5, 1930

In a letter you should write:

School began in September.

It would not be correct to write:

School began in Sept.

Writing Abbreviations—A Test

Without your book write the names of the months in order, and after each write the abbreviation if it has one. Remember to put a period at the end of each abbreviation.

Test Exercise

Write each line in the following exercise and use an abbreviation if an abbreviation would be correct.

1. February 25, 1929. (Date line)
2. The first month is January.
3. December is the first very cold month.
4. July and August are hot months.
5. January 1, 1929. (Date line)
6. The wind blows in March.
7. December 25, 1930. (Date line)
8. My birthday is in ———.
9. I think the coldest month is ———.
10. This month is ———.

Your score is the number correct

56

Writing Date Lines

When you receive a letter, you always like to know when it was written.

When you write to a friend, you should always put the date on the letter to show when you wrote it. The date may be called the *date line.*

Jan. 24, 1930

In a letter it is not necessary to put a period at the end of the date line.

Notice the comma after the *24.* The comma is used here to show that something is omitted. If the date line were written out in full, it would be

Jan. 24 (in the year of) 1930

The words *in the year of* are omitted, and the comma is used to show the omission.

Practice in Writing Dates—A Class Exercise

1. December 28, 1930
2. February 14, 1930
3. January 16, 1930
4. March 26, 1930
5. April 19, 1930
6. The date line for to-day.

You write the first date line on the blackboard when your teacher reads it to you. One of your classmates may write the second and so on. If you think any date line is not written correctly on the

blackboard, you may go to the blackboard and change it. Use abbreviations where it is correct to do so.

The Month I Like Best

Nearly every boy or girl has a favorite month. Which month do you like best? Tell your classmates which month it is, and then tell them why you like it best. They will like to know what happens in that month, or what you do in that month that makes you like it.

Now you may write about the month that you like best. Put the date in the upper right hand corner of your paper. The title may be *The Month I Like Best.* In telling why you like the month, give as many reasons as you can.

Number of Days in a Month

The days in each month are numbered. Look at any calendar, and you will see these numbers. Any one number is called a *day of the month.* We say that *May 10* is the *tenth day of May.*

Most of the months have thirty-one days. Four of them have thirty days, and February has twenty-eight except in leap years when it has twenty-nine days. Every fourth year is a leap year.

The rhyme on page 114 will help you to remember the months that have thirty days.

Thirty days hath September,
April, June, and November.

It is worth while to learn this rhyme. You will use it as long as you live. If you remember the months that have thirty days, you can always know that the others have thirty-one, except February.

Test Exercise—Seat Work

Write each line and fill the blank with the number of days in the month. Write the word for the number. Do not use figures. If you remember the rhyme, you can make a perfect paper.

1. January has ——— days.
2. September has ——— days.
3. July has ——— days.
4. December has ——— days.
5. April has ——— days.
6. August has ——— days.
7. June has ——— days.
8. October has ——— days.
9. February has ——— days. (Not leap year)
10. November has ——— days.

What is your score?

Writing Date Lines

If you have extra time, you may write a date line for each of the months. Take any date that you choose. Do not use the same month twice. It is not necessary to put a period at the end of a date line.

57

Speaking Distinctly

"The man had an old tire on one wheel," said William when he was telling his mother about an accident he had seen the evening before.

Repeat what William said. Did you sound the *d* in *old* distinctly? Be sure to sound words like *old* very clearly.

"The man didn't get home until half past four," William continued.

See if you can repeat what William said and sound the end of every word. You will need to watch the word *past.*

"One of the boys lost a brand new hat," was William's next statement.

Tell your classmates what William said. If you cannot sound the words clearly, perhaps some one will help you. You should watch carefully the words *brand new.*

"The boy said that he lived in the west part of town," said William.

Can you repeat what William said and sound the end of every word clearly? Try it. The two words *west part* need careful attention.

"There were mostly older people around the car last night," William explained.

In repeating what William said, you will need to be careful to bring out the *t's* and *d's* clearly in the following words: *mostly, older, around, last.*

Practice in Pronouncing Clearly

Pronounce each word in the exercise and bring out the endings very clearly.

light	sight	fight	best	told
found	mold	nest	right	bind
frost	round	sold	sound	stand
gold	cost	west	kept	night
pond	bind	slept	mind	pound

Practice in Writing Date Lines—Seat Work

The date lines in the exercise on the next page are printed without punctuation marks. Write each date and use punctuation marks. Give the dates for the last two. Your teacher will write these correctly on the blackboard and at the beginning of the class you and your classmates will exchange papers and mark

those that are correct with a *C* and those that are wrong with an *X*.

1. Jan 1 1929
2. Feb 22 1929
3. April 19 1930
4. May 30 1931
5. July 4 1932
6. Oct 12 1933
7. October 30 1934
8. Dec 25 1935
9. Date line for to-day
10. Date line for your birthday

Did you make a perfect score?

A Test in Writing Date Lines—Class Exercise

Write each date for this year. Use the abbreviation for the month when it would be correct. Use figures for the day of the month.

1. Tenth day of June.
2. Twentieth day of October.
3. Eighteenth day of February.
4. Twelfth day of March.
5. Twenty-fifth day of December.
6. Fourth day of July.
7. Eighth day of September.
8. Fourth day of January.
9. Twenty-sixth day of November.
10. First day of May.

Check your work from the correct forms which your teacher will place on the blackboard. Try to make a perfect score.

58

Writing to a Friend

Do your parents sometimes write letters to their friends? Do you think that you would like to write a letter to one of your relatives or friends? Now that you have learned to write the date, you can learn to write the letter easily.

Look at the letter on page 119 which was written by a pupil of your grade in another school.

Notice that the date line is on the upper right hand corner of the paper.

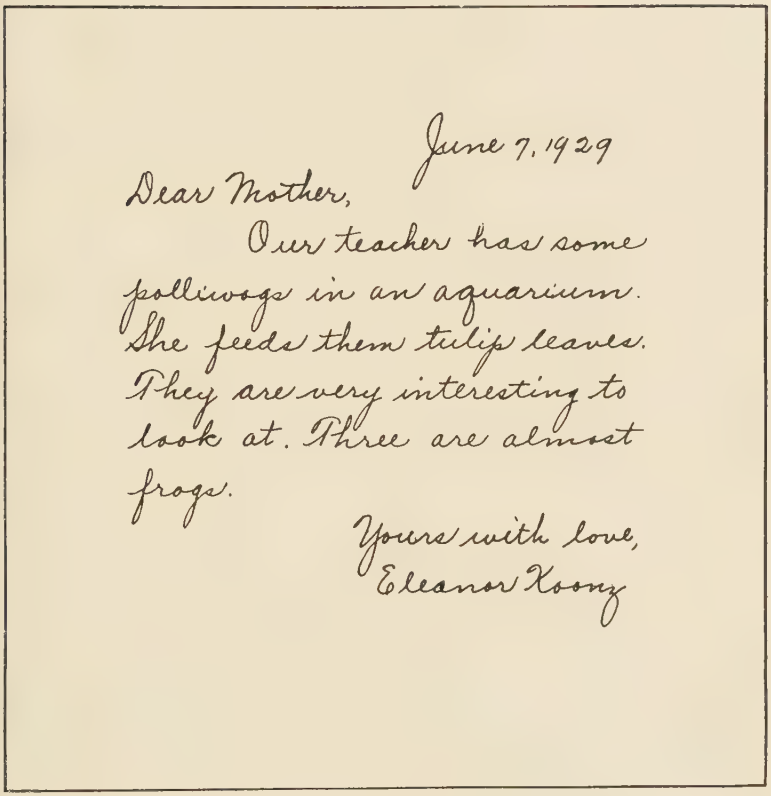
The next part tells to whom the pupil was writing. The word *mother* begins with a capital letter because it is here used like a name, and a name should always begin with a capital letter. Notice that there is a comma after the word *mother*.

The letter tells what was done in school. The mother was glad to know about the school work.

Copying a Letter—Class Exercise

Copy the letter that is given in the book, and make your work look just as much like the letter in the book as possible.

When you are ready, you may hold your letter up before your classmates. Perhaps the class will like to decide who has the letter that looks best. The letter that is chosen may be placed on the bulletin board.


June 7, 1929
Dear Mother,
Our teacher has some pollywogs in an aquarium. She feeds them tulip leaves. They are very interesting to look at. Three are almost frogs.
Yours with love,
Eleanor Koonz

Writing a Letter—Seat Work

Now you, too, may write a letter. To whom should you like to write? Perhaps you would like to tell about the picture of a letter that you made when you copied the one in the book. Be sure to tell about one thing. Make your letter look as much like the one in the book as possible. Have you ever seen

your mother use a pattern? You may think of the letter in the book as a pattern or model for you to follow.

When you have finished your letter, read it through carefully to see if you have made any mistakes. Keep in mind the standard for written work:

1. Begin every sentence with a capital letter.
2. Spell every word correctly.
3. Put the proper punctuation mark at the end of every sentence.

In the next lesson you will study your letter and those of your classmates and decide how they can be improved.

59

Some Things Our Letters Tell

When you look at a letter does it tell you something about the person who wrote it? Look at the letter on the next page. Do you think Marion was careful and watchful? Do you think her friend enjoyed receiving the letter?

Look at Tom's letter on page 122. It is too interesting a letter to be spoiled with careless writing. Write on your paper all the different things Tom should do to improve his letter.

Now look at your letter which you wrote for the lesson before. Does it look like Marion's letter? Do you see any parts of it that look like Tom's letter?

June 10, 1929

Dear Nancy,

This is my birthday. I have had such a happy time. Mother made me a lovely cake and put eight candles on it. I wish you had been here.

Your friend,
Marion Evans

June 5 1929

Dear Jim
I wanted you to go
fishing with Dad and me.
We just got back I
caught a black bass.
Come to see me and we
will go fishing.

Your chum
Tom

Correcting Your Letters

Read your letter. Does it need rewriting? If you find *one* mistake, do not scratch or erase the word. *Rewrite the letter.*

If your letter looks perfect to you, show it to your teacher. If she thinks it is the best you can do, you may rewrite Tom's letter and make it a letter of which he should be proud.

60

Learning to Use *Come* and *Came* Correctly

Boys and girls sometimes say *come* when they ought to say *came.*

Read this sentence:

William *came* to school early this morning.

It would not be correct to say *William come to school.* We should use *came* when it refers to the past,—like this morning, yesterday, last week, and so on.

Practice Exercise

Read each sentence aloud and tell why *came* is used in some of the sentences. Then read the sentences several times until they sound right.

1. My cousin Tom **came** to visit me last week.
2. He **came** from a large town.
3. His older brother **came** with him.
4. They **came** in their own car.
5. Tom **came** to school with me one day.
6. My sister **came** with us.
7. The teacher **came** out to speak with us.
8. Billy said his little brother **came** with him this morning.
9. Here they **come** now!
10. One day George **came** to school late.
11. He **came** as soon as he could.
12. I should use **came** when I am speaking of something that happened in ———— time.

Answer these questions and use *come* or *came* in your answers.

1. What time did you come to school this morning?
2. Who came to school with you?
3. What large building did you come past?
4. How many days did you come to school last week?

Game

The class appoints a leader and calls him to the desk. The teacher then writes on a piece of paper the name of an object in the room and gives the paper to the leader. The other pupils will try to find out what object the teacher chose.

The leader will call the name of a pupil, and the pupil will go and touch some object that he thinks may be the one chosen by the teacher. He will then return to his seat and remain standing until he has answered the leader's question.

The girls may play on one side and the boys on the other, or one side of the room may play against the other side.

This is the way the game goes:

Leader: Frank, you may try to find the object the teacher chose.

(Frank goes to the window and touches the sill. He then returns to his seat and stands beside it.)

Leader: What did you do, Frank?

Frank: I went to the window and touched the sill. Then I came back to my seat.

Leader: That was not the object that the teacher chose.

Leader: Lena, you may try to find the object.

(Lena goes to the teacher's desk and touches the bell.)

Leader: What did you do, Lena?

Lena: I went to the teacher's desk and touched the bell. Then I came back to my seat.

Leader: That is right. The bell is the object that the teacher chose.

Lena now becomes the leader, and the teacher selects a new object.

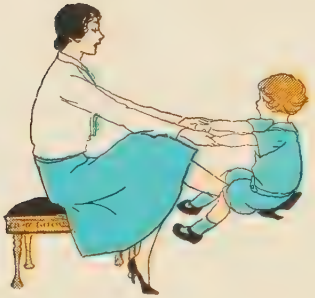
If any pupil uses the word *come* where he should use *came,* a mark will be placed against his side. The side wins that has the fewest marks.

Written Exercise—Seat Work

Use *come* or *came* in each of the blanks.

1. A little dog ——— to school this morning.
2. The boys laughed when the dog ———.
3. He ——— with a new pupil.
4. The boy was very sorry that the dog ———.
5. The boy sent him home, but he ——— back.
6. The dog barked when he ——— to us.
7. The teacher heard him and ——— out.
8. Then we all ——— into our room.
9. The dog ——— in with us.
10. We were glad the dog ——— to school.
11. The dog ——— again the next day.
12. He never ——— another time after that.

Mark your score on your score card.



61

Days of the Week

There is one day of the week that you never forget because it is a holiday. Can you think what day it is? You know the names of all the days of the week, and you will want to know how to spell them. Some of them are hard to spell, and people older than you sometimes make mistakes in spelling them. The names of the days of the week are given below in a form that was used by boys and girls long before your father and mother went to school.

Copy:

How many days has my baby to play?
Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday, Monday.

With what kind of letter does the name of each day of the week begin? Make a rule that tells how you should begin each name when you write it.

Your teacher will ask you to write one of the names on the blackboard. When you are writing, you must remember:

The name of each day of the week should always begin with a capital letter.

Hereafter write a date line at the top of each of your class papers that you hand in. This is the way it should be written:

1 2 3
Wednesday, February 12, 1930

Notice that there are three parts,—

The first part is the day of the week.

The second part is the month and the number of the day of the month.

The third part is the year.

Notice that each part is separated from another part by a comma.

All the words should be written out in full. The line must be written correctly every time.

The Daily Date

Should you like to write the date line on the blackboard each day so that every pupil will always know the day of the week and the day of the month? If you write it, be careful to spell the words correctly.

Of course your teacher will choose some one to write the date who writes carefully and neatly.

Dictation Exercise

When the first sentence of the following exercise is read by one of your classmates, you may write it on the blackboard. Then write the second, and so on. Your classmates will watch your work and will correct any errors that you make. Write the sentences at your seat before recitation so that you can learn to spell all the words.

Camping Out

1. One Saturday our family went to our camp.
2. Sunday we went to a church that was near.
3. My father and I went fishing Monday.
4. I got my first big fish.
5. Mother cooked it for our breakfast Tuesday.
6. On Wednesday my brother taught me to swim.
7. At first I was afraid of the water.
8. But by Thursday I could swim a little.
9. Some friends came Friday and we had a picnic.
10. We were all sorry to go home Saturday.

Copying a Story—Seat Work

Copy the story on the top of the next page exactly as it is printed in the book. When you have finished writing, compare your work with the book and mark any mistakes. If you have any, write your story again so that you can hand in a perfect paper.

The First Snow

Yesterday was a lucky day for me. I saw snow for the first time in my life. We do not have snow in Greece. I like the snow very much.

Harry Metaxas

From what country do you think the boy came? Why do you think so?

Studying a Story—A Review

You may study a story as you have before to see how well you remember what you learned. This story was written by a girl in the third grade. Read it carefully or listen while some one else reads it.

Locked Out

When I came home from school last night, my door was locked and I could not get in. I called, but no one came to open it. I had to stay with my friend down-stairs until mother came home. When she opened the door, there was brother on the couch sound asleep.

Read the first sentence. What is the first word in the sentence? With what kind of letter does the word begin? Why? What is the punctuation mark at the end of the sentence? Why?

Read the second sentence. What is the first word in the sentence? What kind of letter is it? Why? What is the punctuation mark at the end of the sentence? Why?

Read the third sentence. What is the first word in the sentence? What kind of letter is it? There are two reasons why this should be a capital letter. What are these two reasons? What is the punctuation mark at the end? Why?

Read the fourth sentence. What is the first word in the sentence? With what kind of letter does it begin? Why? What is the punctuation mark at the end? Why?

Do you think the title of the story is a good one? Is the story about one thing?

Is the first sentence a good one? Does it show what the pupil is going to tell about?

Did she stick to the subject? Did she mention anything not connected with the story?

Do you like the story? Why?

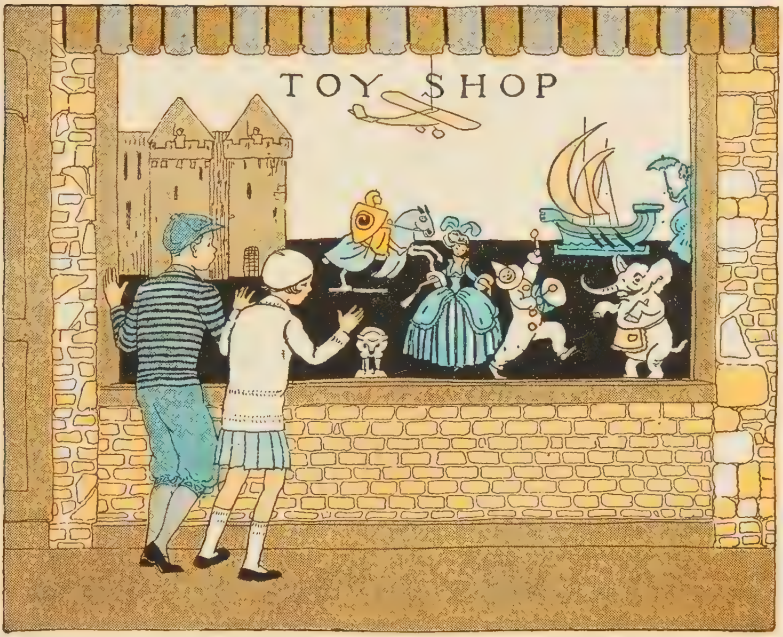
Using Words Correctly—Seat Work

1. Write a short sentence, using *is* correctly.
2. Write a short sentence, using *saw* correctly.
3. Write a short sentence, using *are* correctly.
4. Write a short sentence, using *came* correctly.
5. Write a short sentence, using *isn't* correctly.

Correct Pronunciation

Practice pronouncing the following words until you can pronounce them correctly.

get	ate	elm	often (of'-n)
just	kept	catch	recess (re-cess')



62

Telling a Story

Tell your classmates about the most interesting thing you saw yesterday. It is not necessary that it should be a big thing like an accident or a fire. Any little happening that you noticed will be a good subject. It may be that you saw some one crossing the street in such a way that he had to hurry to avoid a car, or you saw an unusually large truck, or you noticed a large flock of birds, or you saw a store window that you stopped to notice. Anything that

interested you will interest your classmates. Be sure that you tell a story. Giving a list of things is not telling a story. This is not a story:

> Last night I went home from school. I saw many cars. I saw some large trucks. I went home with my brother.

This is a story:

> Yesterday noon I saw a girl who had trouble with her car. She stopped at a street crossing. When the officer signaled to go, she couldn't start. There was a long line behind her. After a while she started the car. I think she was frightened.

Try to get a good beginning sentence that will interest your classmates. Remember to let your voice show the end of each sentence. You should speak loudly enough to be heard by every one in the room, and stand firmly on your feet. Do not touch or lean on your desk.

Perhaps you and your classmates will like to decide who told the best story. Tell why you liked it best.

Writing the Story

After you have told your story, you may write it on paper. Remember to indent the first line.

Perhaps your teacher will pick out a few of the papers that are written neatly and carefully and put them up where all the members of the class can see them.

63

A Test

Part I

Write each of the following sentences, using the correct form from the parenthesis at the left of the sentence.

(*is, are*) 1. My sisters and a friend ——— going to the circus.

(*come, came*) 2. ——— here quickly and see who ——— with me.

(*see, saw, seen*) 3. I have ——— this game played before.

(*is, are*) 4. This peach ——— ripe; those in the basket ——— too green.

(*see, saw, seen*) 5. The driver ——— the train coming.

If you make a perfect score on this test, you may write *Part II* of the test. If you made any mistake, study the exercises on pages 188–189 and take *Part I* test again. Mark your score on your score card.

Part II

Use one of the following words in each blank:

is, are, see, saw, seen, come, came

1. How ——— you? I ——— home yesterday.
2. My brothers and I ——— ready to go camping.
3. Have you ——— father's new car?
4. He ——— to my house this morning before I had ——— the parade.
5. I ——— the picture this morning in the paper.

Mark your score on your score card.

64

Going Through the Snow

"We'll go to school now," said William to his little sister Ruth one morning after a snowstorm.

They **went** out to the road and started for school. Before they had **gone** far, they came to a high drift.

"You stay here, and I'll go through and see how deep the snow is," said William, who liked the big snow drifts.

He **went** through the drift, but he saw that it was too deep for Ruth.

"You must go back home and tell mother that I have **gone** to school, but the snow was too deep for you," said William.

"William has **gone** to school, but I couldn't go," Ruth said to her mother when she reached home.

What did William and Ruth do first?
What happened?
What did William do?
What did William say to Ruth when he came back?
What did Ruth tell her mother?

Learning to Use *Go, Went, Gone* Correctly

You have read a story that tells what sometimes happens when children in the country start to school after a snowstorm. Read the story carefully and notice the words in black letters. You will see that *gone* is always used with one of the helping words *has, have,* or *had;* and *went* is never used with a helping word.

Write the following sentences and use *gone* or *went* in the blanks:

1. Jack ——— riding with his father.
2. I have never ——— by myself.
3. The boys had ——— fishing.
4. The girls ——— by themselves.
5. I should use ——— with *have.*
6. Has Charles ——— yet?
7. He has ——— alone.
8. Have his sisters ———, too?

The *Go-Went-Gone* Game

The class will choose a leader and another pupil whom we will call Henry. The leader and Henry go into the hall, and Henry goes to some other part of the building, perhaps to another class room, or to the front door, or to the basement. The leader then returns to the schoolroom, and the other pupils try to find out where Henry has gone. Any pupil who

wishes to ask may raise his hand, and the leader will call the name of one pupil. The pupil who guesses the right place may become the next leader. The game goes like this:

(Many pupils raise their hands, and the leader calls Mabel first.)

Leader: Mabel.
Mabel: Has Henry gone to the principal's office?
Leader: No, Henry hasn't gone to the principal's office.

Leader: George.
George: Has Henry gone to the street door?
Leader: No, Henry hasn't gone to the street door.

Leader: Lucy.
Lucy: Has Henry gone to the first grade room?
Leader: Yes, Henry has gone to the first grade room.

Lucy may now become the leader, and with another pupil she may leave the room.

Which Form Is Correct?—Seat Work

Use *go, went,* or *gone* in each blank.

1. William has ——— to school.
2. He ——— early this morning.
3. His sister wanted to ——— with him.
4. She ——— with him to a big drift.
5. She could not ——— through this.
6. Then she ——— back to her home.
7. She told her mother how far she had ———.
8. The next morning she ——— all the way.
9. They have ——— to school every day since.
10. William has ——— every day this term.

Mark your score on your score card.

65

Can You Make a Good Riddle?

A Riddle

I am long and slender and very white. The more I am used, the shorter I grow. I am one of the most useful things in the schoolroom because I help to teach the children to write and to learn their lessons. What am I?

Of course you have guessed that the answer is—a piece of crayon.

Now make a good riddle about something with which the pupils are all familiar and tell it to the class. The first one to give the correct answer may be the next to tell his riddle.

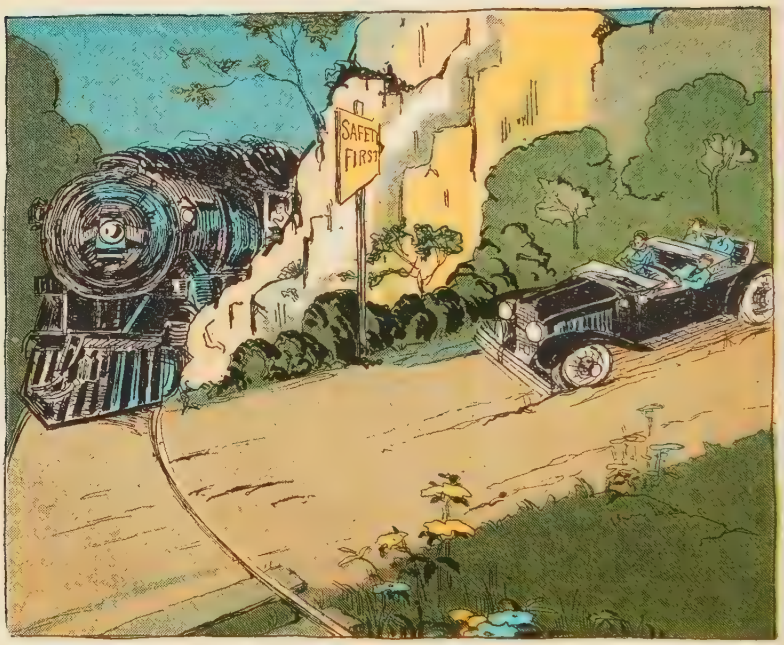
Writing a Riddle—Seat Work

Think of a good riddle and write it neatly. Be sure to correct all mistakes so that you may write your riddle on the blackboard.

Practice in Pronouncing

Sound the end of each word very clearly.

1. hard	5. but	9. last	13. dust
2. yard	6. cut	10. nest	14. rust
3. card	7. nut	11. past	15. went
4. told	8. fast	12. cast	16. sent



66

Safety First—Crossing the Street

Here is a sign that you have often seen:

SAFETY FIRST

Tell the class what you think it means.

What are some of the ways in which you might get hurt when you are crossing a street?

How can you avoid these dangers?

If you have ever come very near being hurt when

crossing a street, tell the class about it. What did you do that you ought not to have done?

Have you ever heard of a careless boy or girl who was injured when crossing a street? Tell the class about it.

Can you make a good rule that will help to make you safe when crossing a street? Write the rule on a piece of paper.

Helping Younger Children

If you told very clearly how to avoid dangers at street crossings and if you speak very distinctly, perhaps your teacher will ask you to go to a first or a second grade room and tell the children about the dangers at street crossings and how to avoid these dangers.

A Letter to a Friend

Imagine that you have a friend in another town or city, who is coming to visit you. Write a letter and tell this friend about the dangers at street crossings and how to avoid these dangers.

After you have written your letter look at the picture of a letter on page 119, to see if every part of your letter is correct. Does it look like the picture of the letter?

A Spelling Game—Seat Work

See how many words you can make from the letters in the words *safety first.* The one wins the game who finds the most words.

1929 FEBRUARY 1929
SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28

67

Isn't, Haven't

"Isn't your birthday in this month?" asked John one day in February.

"I haven't any birthday this year," said George.

"Why haven't you a birthday this year?" John asked.

"Because there isn't any February 29," said George.

Can you explain to your classmates why the boy didn't have any birthday that year?

Notice that both boys used the words *isn't* and *haven't*. Both words are *contractions* made by leaving out the *o* in *not*.

Is not = isn't
Have not = haven't

Always say:

This isn't the way. (not *This ain't the way.*)
I haven't seen him. (not *I ain't seen him.*)

There are no such words as *ain't* and *hain't*.

A Game

To play this game, divide the class so that the pupils in half the rows will be matched against those in the other half.

The pupil who begins the game will call the name of a pupil on the other side and will ask a question that will require the form *isn't* or *haven't* in the answer. The pupil on the other side will answer the question and will then in turn ask a question of a pupil on the first side. The question will go back and forth in this way as long as the game is played. The use of *ain't* or *hain't* counts one against the side of the pupil who uses it. The score will be kept on the blackboard. This is the game:

Question: Is this your pencil?
Answer: No, that isn't my pencil.

Question: Have you a bicycle?
Answer: No, I haven't a bicycle.

Which Word Shall We Use?

Copy each sentence and use *isn't* or *haven't* for each blank. Use the one that you think is correct.

1. That ——— my sled. I ——— any sled.
2. ——— you a sled? ——— that your sled?
3. There ——— any good place to slide.
4. I ——— any skates, and I ——— any sled.
5. We ——— any place to slide, for there ——— any ice.
6. ——— Bob and Billie been coasting?
7. It ——— any fun to go coasting if we ——— a good sled.

Mark your score on your score card.

68

Studying a Story

The Boy and the River

A country boy was sent to a city to sell some butter and eggs for his mother. On the way he came to a stream. He saw there was so much water that it would be hard to cross. So he sat down on the bank to wait for the water to run out. All day he sat there waiting, but the water did not get any lower. In the evening he went home and told his mother why he had not gone to the city. His mother told him that, if he waited for the water to run out, he would never sell the butter and eggs.

After reading the story, or hearing it read, tell the story of the boy to your classmates. Then imagine that you are the boy and tell the story. You might begin like this:—*I was sent to a city to sell some butter and eggs for my mother.*

Why did the boy sit down on the bank of the river? What do you think about this plan? Why wasn't it a good plan?

Studying the Sentences—Review Exercise

Read each sentence. Mention the first word and tell why it begins with a capital letter. Give the reason for the punctuation at the end of the sentence. This is the way:

A country boy was sent to a city to sell some butter and eggs for his mother. A is a capital letter because it is the

beginning of a sentence. There is a period at the end to show that the sentence is a statement.

On the way he came to a stream.

On begins with a capital letter because it is the first word in the sentence.

There is a period at the end to show that the sentence is a statement.

Study the other sentences in the same way.

Dramatizing

You and your classmates may make a play of this story if you wish to do so. Imagine that there is a river in the front part of your room. You must think what the mother and the boy would say to each other. Perhaps the boy talked to himself while he was sitting on the bank of the river.

Copying a Story—Seat Work

Here is a story written by a third grade pupil. Copy it exactly as it is printed.

A Visit from a Humming Bird

One day a humming bird flew to a flower near me. It was a small, brown and green bird. It put its bill into the flower and then flew away. I was glad to see it.

After you have finished writing, compare your work carefully with the story in the book. If you have no error, your score will be 100.

69

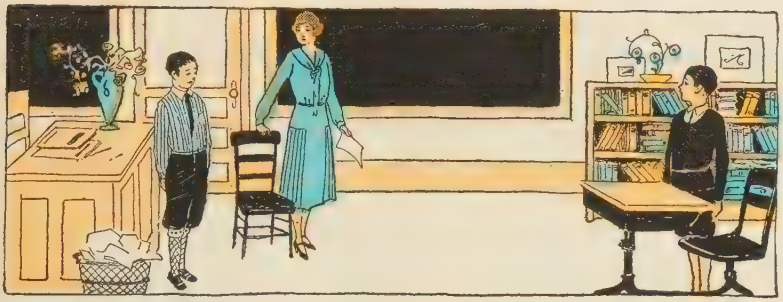
Speaking Distinctly—*Give Me, Don't Know*

Pupils sometimes get into the habit of speaking in ways that are not correct, and they use these ways so often that they do not think how bad the words sound. Two sentences are given below. Practice speaking each sentence until you can speak the words in black type distinctly.

Please **give me** the book.
I **don't know** where the book is.

Always say:

give me—*two words* not *one*
don't know—*two words* not *one*



A Game

The entire class plays this game and tries not to have any marks put on the board.

You may choose a pupil to leave the room and to act as leader. The teacher may then note a book or some other object that is in the room, and she may call a pupil to her desk and tell the pupil where the object is. The other pupils must not know where it is.

The pupil who left the room may now return, and the teacher explains that the game is for him to locate a book that she has in mind. If any pupil does not say *give me* or *don't know* as two words a mark is put on the board.

This is the way the game goes:

Leader: Frank, please give me the book.
Frank: I don't know where it is.

Leader: Mabel, please give me the book.
Mabel: I don't know where it is.

The leader continues to ask the pupils until he

happens to ask the one who knows. This pupil then tells where the book is, and you may appoint a new leader if you wish.

You may wish to play this game another day and compare your scores.

How Well Do You Remember?—A Test

This is a test exercise. Copy each statement and fill each blank space with one of the words in the list below. You may use the same word as many times as you wish.

1. I ——— across the street often.
2. If I ——— a car coming, I wait.
3. It ——— safe to cross in front of a car.
4. I have ——— across the track many times.
5. I have ——— many cars on the street.
6. Sometimes I have ——— a team coming.
7. I never have ——— in front of one.
8. There ——— any danger if I wait.
9. Once I ——— a careless boy.
10. I have ——— many careless children.

go	saw	gone	isn't
see	went	seen	haven't

When your teacher reads the sentences, using the correct words in the blanks, you may check your errors.

Write your score on your score card.

If you need more practice on some of these words, study the exercises on pages 188-190.

70

Your teacher will read this story to you. It is an interesting story. You will enjoy it. As you hear the story read, keep in mind the main points in the order in which they happen, and be ready to tell the story in your own words.

THE DIAMOND DIPPER

1. There was once a little girl who had a dear mother, and they lived, quite alone, in a little house in the woods where they were always very happy.
2. But one day the mother grew very ill. She was weak and thirsty, and, as she lay in bed, she thought she must have a drink of clear, cold water.
3. Although it was a very dark night, the little girl took her tin dipper and started out alone for the spring to get the water for her mother. It was a long way through the woods, and she grew very tired, but she filled her tin dipper at the spring and started for home.

Sometimes the water spilled because it was not easy to carry, and sometimes the little girl stumbled over the stones in the dark forest.

4. All at once she felt a warm touch upon her hand, and she stopped. It was a little dog who had been following her, for he, too, was nearly dying of thirst, and he had touched her hand with his hot tongue. The little girl looked at her dipper. There was only a very little water in it, but she poured a few drops into her hand, and let the thirsty dog lap them. He seemed as refreshed as if he had been to the river to drink. And a wonderful thing happened to the tin dipper—although the little girl did not see. It was changed to a silver dipper with more water in it than before.

5. The little girl started on again hurrying very fast, for she remembered how much her mother needed her; but she had not gone very far when she met a stranger in the road. He was tall and wore shining garments, and his eyes looked down with a wonderful smile into the little girl's face. He reached out his hand for the dipper, and he begged for a drink of the clear, cold water. Now, the little girl thought how her mother had told her that she should always be kind to a stranger so she held the water up to his lips. And very suddenly, as the stranger drank, the silver dipper was changed to a gold dipper—full to the brim with sparkling water.

6. Although she was very tired and thirsty, she never took a drink herself, but hastened home and carried it to the dear mother. And then came the greatest wonder of all! As soon as the dear mother drank, she became

quite well and strong once more; and the gold dipper, as it touched her lips, was changed to a diamond dipper—all shining and blazing with glittering gems!

7. And the diamond dipper left her fingers to shine up in the sky, over the house and the woods. There it shines every night to tell all little children how once a child was brave and unselfish and kind.

Adapted from an old legend by Carolyn S. Bailey. Permission of *Milton Bradley Company.*

Do you like this story?

Write on your paper three reasons why you do or do not like it.

Class Stories

You will see that different parts of the story are numbered on the left margin.

Read each part to answer the direction given below which has the same number. Think carefully—make your answer tell the story of each part.

If you found any words in the story that you did not know, tell where they are.

1. Tell about the little girl and her home.
2. Tell what happened to her mother one day and what she wanted.
3. Tell how the little girl went to the spring in the forest for water.
4. Tell about her meeting with the little dog.
5. Tell about the coming of the stranger.
6. Tell what happened when she reached home.
7. Tell what became of the diamond dipper.

Have you ever seen the dipper in the sky? Do you know how to find it? This is the way it looks:

The two stars at the end of the dipper always point to the north star. If you can find the dipper, you can always find the north star, and then you can tell which way is north.

This is called the *big dipper* because there is another smaller dipper among the stars.

The dipper seems to go around the north star every twenty-four hours so you may see it sometimes below the north star and sometimes above it, or part way up or down.

If a person is lost in the night, he can always use the north star as a guide. How do sailors on the ocean know where to go when they can not see land? Perhaps some one will bring a compass to school and will explain it to the class.

If it is clear to-night, see if you can find the dipper. Tell the class to-morrow how you found it, how it

looked, and where it was. Stand by your seat and point toward the north.

Telling the Story

In telling your story about the big dipper, try to make each of your classmates see it just as you did. If it was cloudy, of course there were no stars to be seen. You can tell your story about the night, the clouds, and perhaps the rain. Make your story interesting. Know ahead what you are going to say. Speak distinctly. Stand well. Do not use *and, so,* and *then* where you do not need those words.

Writing to a Classmate Who Is Sick

If one of your classmates is sick, write a letter to him or her and tell about the story of *The Diamond Dipper.* Do not try to tell the whole story, but tell what it is about, how you studied it, and whether you liked it or not.

You may begin the letter

My dear Friend,

You may sign the letter

From your classmate,

You may sign your own name.

You will want to send the best letters by a pupil to your friend who is sick.

71

The Traffic Officer

Answer each question. Make your answers as complete as you can.

Do you pass a traffic officer on your way to school? Where is he?

If you do not pass one, what one do you often see?

If you live in the country, do you sometimes go where there is a traffic officer? Where?

What does a traffic officer do?

Do you think that traffic officers help children on their way to school? If so, tell how.

How has a traffic officer ever helped you?

Have you ever seen a traffic officer help any one else? Tell about it.

Who pays the traffic officer?

Does your father help pay him? How?

Making a Poster

Look for a picture of a traffic officer or a school patrol leader. You will want to make a good statement to put under or beside the picture. We call this statement a *slogan*. See who can make the best slogan for your patrol poster.

Correct Words—A Test

Write each sentence and use the correct word in the blank. The words are at the end of the sentence.

1.	There ——— two boys on our street.	*is, are*
2.	They ——— to school with me this morning.	*come, came*
3.	We ——— a traffic officer.	*see, saw, seen*
4.	We ——— past him on our way.	*come, came*
5.	I do not think he ——— us.	*see, saw, seen*
6.	Two sisters ——— in our room.	*is, are*
7.	One of them ——— very small.	*is, are*
8.	She ——— near being hurt one day.	*come, came*
9.	A car ——— along quickly.	*come, came*
10.	The officer ——— her in time.	*see, saw, seen*

Mark your score on your score card.

72

Learning to Use *Do, Did, Done* Correctly

Children often get these words mixed when they are talking; and, now that every one is trying to talk correctly, you will want to learn how to use them. Read these sentences aloud:

I **do** my work now.
I **did** my task yesterday.
I have **done** my task.

Suppose your teacher shows you how to solve a problem in arithmetic, and you say:

I can ——— it now.

Which is the correct word to use?

Perhaps you are telling about some work that you did Saturday, and you say:

I ——— the work Saturday.

Which is the correct word to use?
A helping word is never used with *did.*

When your work is finished, you say:

I **have done** the work.

Remember that *done* is never used without a helping word.

A Game—What Did You Do?

The class may choose a pupil for leader, and he

may leave the room. The teacher will then ask that each pupil do something with his hand. For example, one pupil may pull down a shade, another may move a book, another may touch the window, and so on. When the leader returns, he will ask each pupil what he did, and the game is to catch a pupil using *done* instead of *did* in his answer.

The game goes like this:

Leader: Frank, what did you do?
Frank: I did this. (Frank shows what he did.)

Leader: Mary, what did you do?
Mary: I did this. (Mary shows what she did.)

Practice Exercise—Use the Correct Word

Write the following sentences and use *do, did,* or *done* in the blank spaces. When your teacher reads the correct forms, you may check your work.

1. I ——— it this morning.
2. He has ——— the work.
3. The boy had ——— all he could.
4. The man ——— many things this morning.
5. I ——— it after school last night.
6. My work is all ———.
7. The girl ——— the work for her mother.
8. I do not know what he ——— last evening.
9. I think he ——— it before school.
10. He did not know what she ——— with it.

Mark your score on your score card.

Those that need more practice on the use of *do, did, done,* may take the exercise on page 191.

73

What Have You Done?

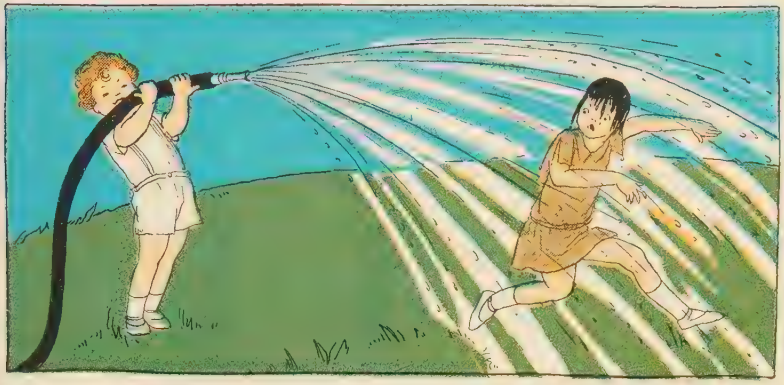
What have you done to help some one? It may have been your father, or your mother, or some one outside your family. Do not try to think of some big thing. Think of any little thing like going on an errand, or helping to move something, or helping to sweep, or dust, or wash dishes, or to take care of a little brother or sister.

Turn to page 86 and read the standard for judging the thought part of a story. Repeat the standard.

Write on paper the story of what you did. Be sure to tell about just one thing. Remember to indent the first line. Write as neatly and carefully as possible. The standard for correct written work is on page 86. Read it. Be able to give it without your book. Measure your written story by each part of the standard. First read your story to see that you have begun every sentence with a capital letter; then see that every word is spelled correctly; then see that you have used the right punctuation at the end of every sentence.

Improving the Work

On the blackboard copy your work exactly as it is written. If any one of your classmates sees anything that he thinks he can improve, he may go to the blackboard and make the change, and then he may tell why he thinks his way is better.



74

Little Master Mischievous

Is this little boy doing something that he should not do? What do you think his mother will say? What is a good name for a little boy who is always getting into mischief? Let us call him Little Master Mischievous.

Tell your classmates the story of Little Master Mischievous that you see in the picture.

Do you know a little child that might be called Little Master Mischievous? Perhaps the one you know might be called Little Miss Mischievous. What does the little child that you know do that makes you think you would like to call it by one of these names?

If you know any interesting or funny thing that a child has done, tell the class about it. Remember the standard for the *thought part* of a story.

Do You Remember Well?

Here is a test to see if you remember the correct form to use. Write each statement and fill each blank space with one of the words—*see, saw, seen, isn't, haven't, do, did, done, go, went, gone, come, came.*

1. Frank has some work to ———.
2. He ——— it all before noon.
3. He has ——— the work every day.
4. His father ——— what he had ———.
5. Frank ——— working this afternoon.
6. Last week Frank ——— to the circus.
7. He has ——— to one every year.
8. He ——— his work before he went.
9. He will tell us what he ———.
10. I am glad he has ——— to the circus.
11. This morning Henry ——— to visit Frank.
12. He ——— early in the morning.
13. He has ——— often to visit Frank.
14. The boys have ——— to the park this afternoon.
15. They have ——— all the animals before.

Mark your score on your score card.

Those who have time may write the following sentences:

1. What is the searchlight for?
   It is to guide the planes when they ——— down.
2. Who arranged the flowers?
   Ellen and Marion ——— it.

75

Riddles

Here are ten riddles for you to guess. Try to guess the answer to each. If you cannot think of it, you may look among the answers that are given below.

This is the way to do number 1:

1. What has eyes but no head?
   Answer: A *potato* has eyes but no head.

1. What has eyes but no head?
2. What has a head but no eyes?
3. What has a face and hands but no head or feet?
4. Why is a chair like a horse?
5. What has one foot, one head, and no legs?
6. What has a mouth and no face?
7. What sails but has no sail?
8. What spins but makes no thread?
9. What scales are never used for weighing?
10. What leaf was never on a tree?

Answers

A clock. The leaf of a book. A potato. A pin. Because it has four legs. A stairway. A cloud. Fish scales. A river. A top.

More Riddles

No answers are given to the following riddles. Try to think of the answers.

1. What is there in this room that has four legs but cannot walk?
2. Why is a tree in summer like a book?
3. What runs but has no legs?
4. Why is a tree like an elephant?
5. What has a neck but no head?

Making Riddles

Find or think of two good riddles that are not given in this book. Write them neatly and bring them to class. If your teacher thinks they are good, perhaps she will let you read them for the class to guess the answer.

76

A Class Test—Correct Use of Words

This test will show whether or not you remember how to use correctly the words that you have studied. As in other tests that you have had, you will take your book and a sheet of paper and do the best work you can. Your score will be the number correct.

Following each sentence, there are two or more words. You are to write the sentence and use in the blank the word that you think is correct.

Test

1. I ——— to school early this morning. (*come, came*)
2. I ——— my work last night. (*did, done*)
3. We ——— a ball game last Saturday. (*see, saw, seen*)
4. The boys have ——— home. (*went, gone*)
5. Frank ——— a squirrel this morning. (*see, saw, seen*)
6. Three books ——— on the table. (*is, are*)
7. My book ——— here. (contraction of *is not*)
8. The girls have ——— for a walk. (*went, gone*)
9. The man ——— the work last week. (*done, did*)
10. He ——— when he heard the whistle. (*come, came*)

Mark your score on your score card.

77

How the Indians Lived

Of course you are interested in knowing about the Indians and the way they lived. Find out all you can about them. You may have a book that has stories and pictures of Indians. Perhaps your parents or an older brother or sister will read to you about them. If you can, bring pictures to show to your classmates.

Now take up the first question. It will be interesting to know what the houses were called, what they were made of, whether or not they had doors, windows, chimneys, and how the Indians kept them

warm in winter. After you have found out all you can, tell the class about one thing that interested you most.

Then talk about each of the other questions in the same way. Under each question tell about one thing.

What kind of houses did the Indians have?

What did the Indians wear to keep them warm? Can you describe an Indian blanket?

What kind of shoes did they have?

What did the Indians eat?

What weapons did the Indians have?

How did the Indians follow an enemy?

How did the Indians make their canoes?

Red Feather's Home

Find in the list below the correct word for each blank space.

A wigwam is Red Feather's ———. It looks like a ———. It is ——— of poles and the bark of the birch ———. The wigwam is — — at the top. This is to let the ——— out. The door of the wigwam is made of ——— skin. The door —— out the ———. Red Feather ——— in the wigwam with his father and ———. Is it not a ——— house?

Adapted from *Red Feather.*

tent	cold	open	keeps
bear	made	queer	mother
lives	tree	smoke	home

78

An Indian Story

Here is an Indian story that is said to be true:

TWO BRASS KETTLES

When the white men first came to this country, the Indians were very friendly. They taught the settlers how to raise corn and told them where the best hunting grounds were. After a while, however, trouble arose, and soon a war was started which lasted many years.

One day a mother was at home alone with her two little children. While she was going about her work, she saw a shadow fall across the floor. She looked quickly towards the window and saw an ugly Indian standing there looking in.

The sun was very bright outside, and the Indian could not see anything very well in the shadowy room so he moved away to look in at another window.

By the fireplace stood two large, shiny brass kettles which had been polished until they shone like gold. The mother seized her children and put one under each kettle, hoping that the Indian would not find them there. Then she hid in the chimney corner and waited anxiously to see what the Indian would do.

By this time the Indian's head appeared at the other window.

"Be quiet, children," the mother whispered, but they were frightened at being in the dark under the kettles, and they began to cry.

The Indian was very much surprised to hear this noise

coming from the kettles so he raised his gun and fired. The shot rang through the room, and, oh, how it frightened the children!

They screamed louder than ever and began to creep across the kitchen—kettles and all.

The Indian saw the two big brass kettles crawling across the floor towards him. He stood a moment and looked at them, then he gave a terrified whoop, and ran back through the woods to his wigwam.

The brass kettles saved the children's lives. For years the kettles hung by the fireplace, and the children's children and grandchildren never tired of the story.

Answer each question with a statement.

How did the white men and the Indians get along at first?
What did the Indians teach the white man?
What did a mother see one day?
What did the Indian do?
Where did the mother hide her children?
What did the Indian do when he heard a noise from the kettles?
What did the children under the kettles do?
What did the Indian do when he saw the kettles move?

If you can, you may tell the whole story as the mother would have told it.

You may tell the story as one of the children would have told it when he got to be a big boy. Before you begin, review the questions on the story. This will give you an outline. As you tell the story do not use *and, so,* and *then* where these words are not needed.

Fighting a Bad Habit

We do not have to fight Indians now, but we do have to fight bad habits. One of the bad habits is not speaking distinctly.

Choose a pupil to stand before the class and read the sentences. Watch him carefully. He should stand squarely on both feet; he should speak distinctly. If you think that he does not do these things well, tell him kindly how you think he may improve his reading.

1. Tell me and then I will go.
2. I lost my book.
3. I have the most books on my desk.
4. He is going home soon.
5. There is a nest in the tree.
6. We had a test last week.
7. This is a cold morning.
8. I hear the wind blowing.
9. It blew hard last night.
10. The boys must go to school.
11. He had an old tire on the wheel.
12. He went at half past nine.
13. Let's see your new book.
14. He lives in the west part of the city.
15. The apples were mostly small.

Making an Exercise

Write five short sentences, each of which contains words that you think are hard to pronounce. If your sentences are good, perhaps your teacher will let you put them on the blackboard for the class to pronounce.

79

Playing Indians

Do you like to play Indians?

How do you dress?

What weapons do you have?

What kind of home do you make?

When you have your Indian clothes, your weapons, and your wigwam, what do you do?

Why do you think these children are playing Indians?

Make up a story about the children in the picture.

Who are the children? You may like to give them names. How did they make their Indian clothes? What have they been doing? What will they do next?

Remember the standard for a good story.

Good Games

Here is a game that the Indian boys play:

> One of the Indian boys has a hoop which he will roll very fast. The other boys have long sticks. They will try to throw the sticks through the hoop while it is rolling. It is hard to do this when the hoop is rolling fast. The boy who is the first to put his stick through the hoop wins the game.
>
> Adapted from *Red Feather*.

You may like to try this game after school and tell the class at the next recitation how you played it.

Tell your classmates about a game that you play and enjoy.

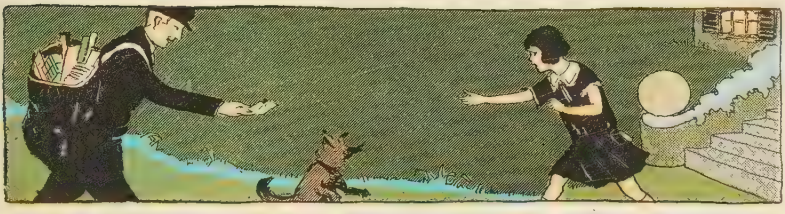
Writing about a Game

What games do you play? What game do you like best? When did you play the game last? Did any interesting thing happen while you were playing?

Think of one thing that happened and write about it. Try to get a good first sentence that will interest your classmates. Remember to indent the first line.

When you have finished your story, you may read it to the class. Perhaps some one in the class can suggest a way to improve it.

You may hold your story up before the class so that your classmates can see how it looks. Is the first line indented? Is the margin even? Is the penmanship good? You and the others in the class may decide which story makes the best appearance.



80

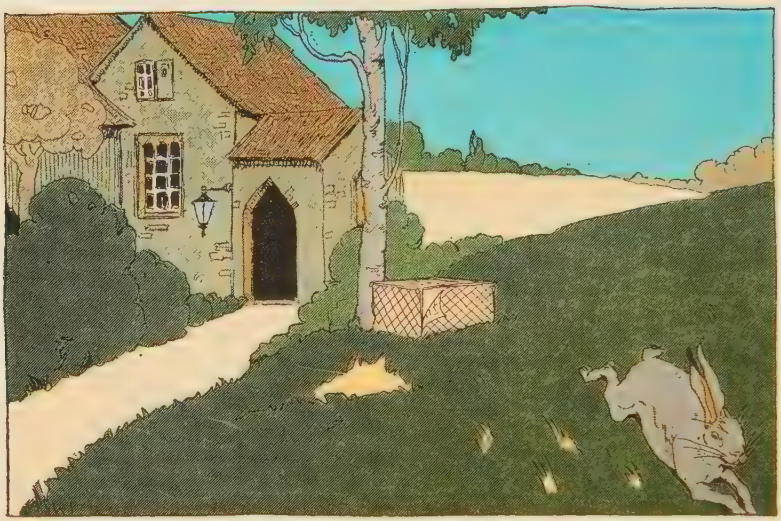
The Postman

Does the postman come to your home?
What does he do when he comes?
Did he ever bring anything for you?
Why does the postman wear a uniform?
How does he carry his letters and packages?
How does the postman know where to come when he has a letter for your family?
When your mother wants to send a letter what does she do with it?
Have you ever carried a letter to the box for her?
Why is a stamp put on a letter?

Writing a Letter

Write a letter to a cousin who lives in another city or town. Write a letter to this cousin and tell how mail is brought to your home. Ask him to write and tell you how mail is brought to his home. You may begin your letter:

My dear Cousin,



81

WHITE BUNNIE'S DAY OFF

A Story to Finish

The grass was green, and the sun was warm. White Bunnie was in his box in the back yard. He wanted to get out and get some of the green grass. He wanted to run about in the sunshine. He wanted to do anything but stay shut up in his box.

First he trotted along the front of the box, rubbing against the wire. Then he stood on his hind legs and pushed his nose against the wire.

Bunnie's master went by on his way to school. Master Bob was in a hurry because he wanted to see some boys about a ball game. Bob had time only to whistle to White Bunnie as he passed.

If White Bunnie had been a boy or girl, he would have cried, but as he was only a rabbit he trotted back and forth, back and forth, faster and faster, across the dry straw, and pushed his nose a little harder against the wire.

Then something happened. The wire at the end of the box came loose, and White Bunnie slipped through the hole. It was fine out in the sunshine with the green grass growing all about.

White Bunnie soon slipped through a hole in the fence into the next yard because the grass seemed greener over there. Then he went into the next yard and the next. Soon he saw the biggest yard of all with the greenest grass and the most beautiful flowers in the world. There was no house in this yard. You see it was not a yard at all, but a park that he had come to.

The story of *White Bunnie's Day Off* is not finished. You may finish it. What happened to White Bunnie in the park? Did something come along and frighten him? Did he want to go back to his box? Did he know the way back? Did some one that knew White Bunnie come along and take him back? Did he see his master with the boys?

Let us see if you and each one of your classmates cannot let White Bunnie have a different way of getting back to his box. Be ready to tell your story to the class.

After the different endings have been told, your teacher and you will decide which is the best and the ending of this story will be written on the blackboard.

82

Correct Pronunciation—*Catch*

What is the correct way to pronounce *catch?* When you say this word. should it rhyme with *match* or *fetch?*

Do you like to play ball? What do you try to do when some one throws the ball to you? Here is a ball game:

The Catch Game

To play this game, one-half of the pupils are matched against the other half. You choose a leader, who leaves the room. The teacher then pretends to toss a ball to a pupil in the room who makes believe that he catches it. The leader now returns and tries to find the one who caught the ball. This is the way the game goes:

Leader: Joseph, did you catch the ball?
Joseph: No, I didn't catch it.

Leader: Gladys, did you catch the ball?
Gladys: No, I didn't catch it.

And so on until the leader asks the right one, who replies:

Yes, I caught it.

If a pupil says *catch* incorrectly, the leader scores one against that side. The side having the fewer marks at the end of the game wins.

Watch yourself and your classmates carefully both

in school and out to see if you can find any one misusing the correct forms you have been trying to master. Report these mistakes to the class. You need not tell who made the mistakes.

Can You Catch Him?

Copy from your book or make up five sentences that have words that are hard to pronounce distinctly.

When your teacher calls upon you, you may choose any pupil to read your sentences to the class. If he does not read them distinctly, you may tell him how he can improve his reading.

Is It a Sentence?

Some of the following lines are sentences and some are not. Copy each line and write *Yes* at the end if the line is a sentence, and write *No* if the line is not a sentence.

1. This morning I saw a little dog
2. In the park
3. Playing on the grass
4. I called to him
5. He ran to me
6. I threw a small stick
7. Out among the trees
8. The dog ran after it
9. In under the trees
10. He brought the stick to me

Your score is the number correct.

83

A Letter to the Second Grade

Would the children in the second grade be glad to get a letter? Do you think the teacher would be glad to read the letter to the children if they cannot read it for themselves? Should you like to write a letter to the second graders?

What shall you tell the children in the letter that you write? Shall you tell them about the games that you play? Shall you tell them about your pets? Shall you tell them about anything in your school room? Shall you tell about any of your lessons?

Shall you tell about all of these things, or only one? Which way do you think will be better? Why?

Do you think it will be better to send all the letters that you and your classmates write, or five of the best ones?

How will you select five of the best? Will it be a good plan to let each one in the class read his letter, and then let the class vote for the best five to send to the second grade? How will the class vote?

What shall you write for the heading of your letter? The pupils in the second grade will want to know what class wrote them. How can you make the heading tell them what they will want to know? What three things must you tell them? Perhaps your heading will look like this:

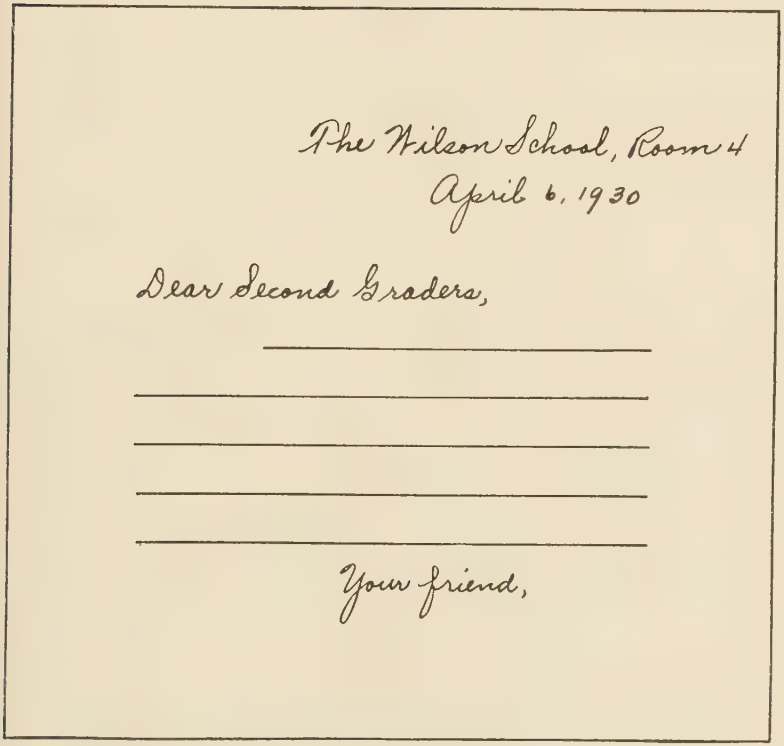
The Wilson School, Room 4
April 6, 1930

What three things does this heading tell?

In addition to the heading that shows where and when you write, you will want to show to whom you are writing. How will this do?

Dear Second Graders,

If you make a good letter, it will look like this:



When you have finished your letter, show it to your teacher; she may help you to make it look better. You may wish to copy it before you hand it in.

84

Reading Letters and Choosing the Best

You may now read the letters that you wrote yesterday to the children in the second grade room.

You remember that the members of the class are to vote for the best five letters.

It will help the class to decide that you have written a good letter, if you read it well. Speak loudly enough; sound the words distinctly; stand well as you read.

Where do you think the one who is reading ought to stand? Why?

Should you like to have a committee of three pupils to take the letters to the second grade room, and to hear the teacher read the letter to the second graders, and to report to you just what happened? You and

your classmates may choose the committee, but you must not choose any one whose letter will be read.

A Game

For the blackboard:

1. What a cold day this is!
2. How the wind blows!
3. Did the wind blow last week?
4. That is an old story.
5. It is almost time for recess.
6. Don't you want to go with us?
7. I don't know when we shall start.
8. The arithmetic class comes soon.
9. Do you like the drawing lesson?
10. The boy had an old book.

The class will appoint a leader, who will stand in front of the class. The leader thinks of one of the sentences and the other pupils try to find out which sentence it is. The game goes like this:

Leader: I am thinking of a sentence. Guess which it is.

(Several pupils raise their hands.)

Leader: Merton, which do you guess it is?
Merton: Is it *The boy had an old book?*
Leader: No, it is not *The boy had an old book.*

Leader: Viola, which do you guess it is?
Viola: I guess it is *That is an old story.*
Leader: Yes, Viola, that is the sentence.

Viola may now become the leader, and the game continues.

85

Our School

You often talk about your school. When you speak of your school, what do you mean?

Mention everything you can think of that is a part of your school.

If you are in a large building, what does the principal do?

Who keeps the rooms and halls clean?

Who keeps them warm in winter?

To whom does the school house belong?

It costs a great deal of money to build school houses and to support schools. Who pays for them?

Why do the people of your town or city put up fine school buildings and pay all the expenses so that you may go to school?

Does your father help to pay for the schools?

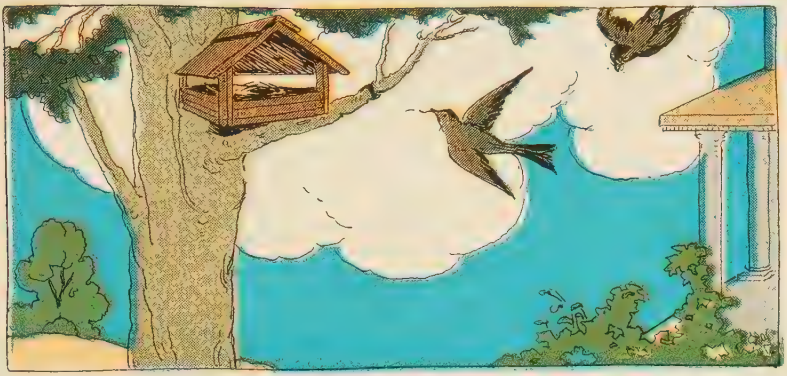
When you injure things at your school, whose property are you destroying?

Answer each question about your school with a sentence. After you have done this, write a short story about *Our School.*

Correct Pronunciation

Here are ten words that are very often pronounced incorrectly. Practice reading them until you can give them correctly and rapidly.

get	film	burst	often	recess
ate	kept	catch	again	fellow



86

A Bird's Letter

Of course a bird cannot write a letter, but, if it could and it happened to be in the springtime, it might write one something like this:

Dear Boys and Girls,

I thank you so much for the cozy little house you built for me in the corner of the school yard. I have four little blue eggs in my nest. When my eggs have hatched, I shall be glad to have you watch my little ones learn to eat and to fly.

Your friend,

Mrs. Robin Redbreast

How many kinds of birds do you know? When you see a bird, how can you tell what kind it is? Can you tell by the color, or the shape, or the size? Do you know the bird's song? Where do the birds

that you know build their nests? What do the birds do to help people who have gardens?

What birds do you see in the summer that you do not see in the winter? When do they come in the spring? Where do they go in winter? How do they go?

What birds do you see in winter that you do not see in summer? What food do birds get in winter? Have you ever fed birds in winter? If you have done so, tell what you did.

The Letter

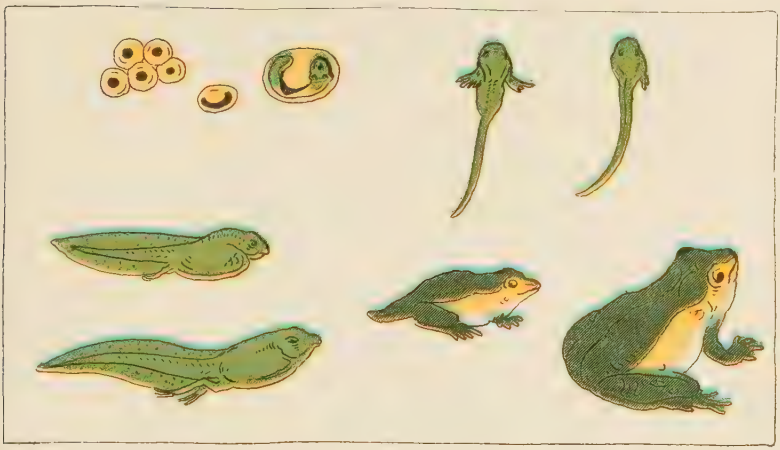
Pretend that you are a bird and write a letter to the boys and girls in this school. Think what a bird would like to say to you and your classmates. A bird does not like to have its nest disturbed. It may be hungry in winter and unable to find food.

If you write a good letter, your classmates will enjoy hearing you read it.

Comparing Letters

You will like to put this letter beside the first letter or story that you wrote. In what way is your last letter better? Is the writing better? Is the margin more even? Is it placed on the paper so that it makes a more pleasing appearance?

Can you think of some way in which you and your classmates can put the letters up side by side so that you can see how much each one in the class has improved his work during the year?



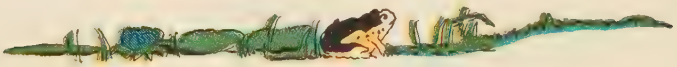
87

Frogs at School

Have you ever heard frogs in spring and summer? What kind of noise do they make? Have you ever seen a frog? If you have, tell where you saw it and how it looked. How near could you get to it? What happened when you came very near to it?

Do frogs live in the water or out on the bank? Tell why you think so. Have you ever seen polliwogs or tadpoles? If you know how they grow, tell about it. If you know the story of a frog's life, tell it. The picture at the top of the page tells such a story.

How do you suppose the little frogs learn how to say "ker-chog" and how to dive and do all the things that frogs do? Read the poem and see what you think about the answer given there.



FROGS AT SCHOOL

Twenty froggies went to school
Down beside a weedy pool:
Twenty little coats of green,
Twenty vests all white and clean.

"We must be in time," said they,
"First we study, then we play,
That is how we keep the rule
When we froggies go to school."

Master Bullfrog, brave and stern,
Called the classes in their turn;
Taught them how to nobly strive
Likewise how to eat and dive.

From his seat upon the log,
Showed them how to say "Ker-chog!"
Also how to dodge a blow
From the sticks which bad boys throw.

Twenty froggies grew up fast,
Bullfrogs they became at last,
Not one dunce among the lot,
Not one lesson they forgot.

Polished in a high degree,
As each froggie ought to be,
Now they sit on other logs,
Teaching other little frogs.

How do you like this poem? Do you think the frogs really went to school? Where did Master Bullfrog sit? Where did the little froggies stay? Were they all good pupils? After they finished their course, what did they do? Tell about the school. Do you think you can see the froggies at school some time?

Writing from Dictation

Below is an old, old story that children read many years ago. Write each sentence as it is read by your teacher. When you have finished, open your book and check any errors you may have made.

The Boys and the Frogs

One day some boys were playing near a pond. There were many frogs in the pond. When the boys saw a frog in the water, they threw a stone at it. They hit some of the frogs. One of the frogs said, "This may be fun for the boys but it is death to the frogs."

CHECKING UP

At the end of the year the business man counts his stock of goods and his money to see what he has—how much he is worth.

Should you like to see how many really important things you know at the end of your third grade course in language? Of course, you cannot make a list of *all* the different things you have learned in this grade, but if you should, your list would have in it some of the things given in these exercises. See if you can do correctly what you are told under each important heading.

The Sentence

Use the right words in the blanks.

1. A sentence tells ———.
2. When we speak, we show the end of a sentence, when it is a statement, by letting our voice " —— –."
3. When we write a sentence, we begin the first word with a ——— ———; we put a ——— after a statement; we put a – – –– after a question.

The following story is written without capital letters or punctuation. Write it and use capital letters and punctuation marks where they belong.

the bus ride

mother and i went down town on the bus we rode on top it was fun to ride up high mother liked the ride too

Telling and Writing Stories

Use the right words in the blanks to show that you remember the most important things about a story.

1. The first sentence must be ———.
2. I must tell about ——— thing.
3. I must stick to the ———.
4. When I tell my story, I must stand ——— ——— ——— and speak ———.
5. When I write my story, I must spell every word ———.
6. I should begin each important word of the title with a ——— letter.
7. I should ——— the first line of my story.
8. I should keep the margin at the left ———.

A Story to Compare

Your teacher or you have kept some of your stories. Now write a story about *My Playmate.* Make this a sample of the best story you can write. Compare it with other stories you have written. In the lower left hand corner of your paper write how the story you have written to-day shows that you have improved.

Use some of these words to show where your story is better:

penmanship	margin	first line
spelling	neatness	capital letters
punctuation		

When I Speak or Write

Write on the left side of your paper the number of each of the following sentences. After the number

write the correct word for the blank. You will choose one of the words printed in black letters which follow each sentence.

Read each sentence carefully before choosing.

1. This ——— the one.	**is, are**
2. I ——— the problem yesterday.	**did, done**
3. He has ——— by himself.	**went, gone**
4. I ——— him raise the flag.	**seen, saw**
5. You ——— yesterday.	**come, came**
6. These sentences ——— correct.	**is, are**
7. I ——— him in the parade this morning.	**see, saw**
8. I ——— back for my book.	**come, came**
9. ——— these the flowers you picked?	**is, are**
10. ——— you going by yourself?	**is, are**

Write the answers to the questions and use the correct word for the blank spaces.

1. *Question:* When did you do the problems?
   Answer: I ——— them before school this morning.
2. *Question:* Where did you see Henry?
   Answer: I ——— him at the ball game.
3. *Question:* Where is your ticket?
   Answer: I ——— it in my pocket.
4. *Question:* Where are my rubbers?
   Answer: They ——— where you left them.
5. *Question:* When did your brother come home?
   Answer: He ——— yesterday.

Number the lines of a piece of paper from 1 to 10. Some of the following sentences are correct, some are not. On your paper, to the *right* of the number of each sentence, place a *C* for those that are correct and an *X* for those that are incorrect.

1. I come this morning before Miss Wilson.
2. Are these your papers?
3. I have four more examples to work.
4. Two sheets of paper is enough.
5. Father has got a new car.
6. Charles and his father saw the new mail plane.
7. Mary done her work quickly.
8. Frank came in time for the roll call.
9. The flowers came early last spring.
10. I saw the band when it come up the street.

When I Speak

Read the following sentences and supply the missing words.

1. I should be careful to sound the ——— and the ——— of each word.
2. In the word *going* I should watch the letters ———
3. In the words *last, must, fast,* I should watch the letter ———.
4. In the words *and, sand, band,* I should be careful to sound the letter ———.
5. This is the way to say *don't you* and *don't know.*— (Say them.)

FOR STUDY AND PRACTICE

Exercise I

(To be used after pages 23, 24, and 133.)

Remember that we should use **is** when we mean **one** and **are** when we mean more than one. Always use **are** with **you.**

Use *is, are,* or *have* in each of the blanks.

1. ——— Tom and his sister here?
2. ——— you always happy?
3. Where ——— my books?
4. They ——— on the table.
5. ——— your father waiting?
6. One of my pencils ——— lost.
7. These papers ——— correct.
8. Two ——— here.
9. One ——— missing.
10. I——— a new glove

Did you make a perfect score? If not, mark on your paper the number correct and study each sentence carefully. Rewrite all the sentences. Try to have all of them correct. Each pupil should master these sentences.

Exercise II

(To be used after pages 54, 133, 146.)

Remember that we should always use **seen** with *have* (*has*), *had.* It should never be used alone. When we are describing something that happened in the past (before now), we should use **saw.** Do not say: *I see in the paper yesterday.*

Use *see, saw,* or *seen* in each of the blanks.

1. Now I ——— you.
2. I ——— the parade yesterday.
3. Yes, I ——— Frank yesterday.
4. Have you ——— the new picture in Miss Henry's room?
5. Yes, I ——— it before it was hung on the wall.

We should use **came** when we are telling what we did in the past. It is not correct to use *come* when we are speaking or writing about something that happened in the past.

Use *come, comes,* or *came* in each of the blanks.

1. He ——— just a few minutes ago.
2. Yes, Bob ——— with me, too.
3. "——— here," said my father.
4. Did Frances come with you? No, she ——— yesterday.
5. Where is Frank's place? He ——— between Helen and me.

Answer the following questions and use the right word in the blank.

1. Are these John's answers? No, those ——— his.
2. Did all the children come? No, Nancy and Elizabeth ——— not here.

Did you make a perfect score? If not, study each sentence carefully and rewrite all the sentences. Work on this exercise until you make a perfect score.

Exercise III

(To be used after page 146.)

Remember that we should use **gone** with another word like *have, has, had.* It never should be used alone. **Went** should always be used when we tell what happened in the past. *Have, has,* and *had* should never be used with *went.*

Use the correct word in each blank.

1. Where did Henry go yesterday? He ——— with his father to the circus.
2. Had you —— —— to the lake before this?
3. Who will go for the book? I will ———.
4. Has the train gone by? Yes, it ——— by an hour ago.
5. He has ——— to the store for his mother.

Remember to use **seen** with a helping word like *have, has, had,* and always use **saw** alone.

Use the correct word in the blanks.

1. Have you ——— the new picture? No, but Henry ——— it yesterday.
2. I ——— a seagull flying low over the water.
3. I ——— in the paper yesterday that the play ground will open soon.
4. Have you ever ——— a flying squirrel? No, but I ——— a picture of one in a magazine.
5. Have you seen my cap? Yes, I ——— it on the ground by the swing.

Did you make a perfect score? If not, study each sentence carefully and rewrite the exercise. Keep trying until you make a perfect score.

Exercise IV

(To be used after page 155.)

Remember that we should use **done** with *have, has, had.* It should never be used alone. **Did** should always be used alone to mean past time.

Use the correct word in each blank.

1. When did you do the problems? I ——— them last night.
2. Jack – ——— the best he could.
3. I have ——— this puzzle many times.
4. My sister ——— it, too.
5. You ——— him a big favor yesterday.

If you missed any of these sentences, study them carefully and rewrite all the sentences. Keep trying for a perfect score.

DAYS WE ALL LIKE

All of us like "special days." They may be holidays, circus days, or picnic days.

In school, we are always happy when these days come. Don't you think it will be interesting to plan your school work so that you can talk about all these interesting "days"? Perhaps you can really celebrate some of them in your school.

You will use these lessons at the appropriate time.

CIRCUS DAY

Have you ever been to a circus? The following story tells what Mary saw the first time she went to one. After you have read or heard the story, you may tell your classmates what the children saw the first time they went to a circus. Perhaps you would like to tell about the circus to which you went.

THE FIRST CIRCUS

John and I lived on a farm, and we had never been to a circus until one July day when John was ten and I was eight.

Father and mother took us in the car, and we reached the city about one o'clock. We left the car on a quiet side street and walked to the big white tent.

"Let's go to the animals first," said father after he bought our tickets at a big red wagon.

Then we tried to get into the tent. Every one was crowding and hurrying, and it was very hard for us to keep together. Once a big man crowded in between mother and me, and I could hardly get back to her. But at last we got inside.

"John, you must keep watch of Mary to see that she doesn't get lost in the crowd," said mother.

"Oh, see the two big elephants with chains on their feet!" I cried to John. "And see the little baby elephant," said John, pretending to know more about it than I.

"Here is a bag of peanuts," said father. "Do you want to give some to the elephants?"

"I do," said John bravely, but the elephants looked so big that I was afraid to go near them.

"See how they like the peanuts!" cried John as he gave some to the two big elephants. "See how they reach out their trunks for more!"

"Give some to the baby elephant!" I called to John.

"He likes peanuts as well as the big ones," said John. "He won't hurt you. Come and give him some yourself."

I got behind John and reached out a handful to the baby elephant, but I couldn't help jumping when he touched my hand with his trunk.

"Oh, see, here's a lion!" exclaimed John. "I like the big lion the best of all the animals."

Just then the big lion roared, and the noise was so terrible that I couldn't help screaming with fright. But John only laughed at me.

"Look at that giraffe!" said John. "I never supposed any animal could have such a long neck."

I told John that the giraffe's ears were so little and so high up that I could hardly see them.

"Ha, see the zebra with its white stripes!" said John with a laugh. "I could turn my mule colt into a zebra if Father would let me put enough white paint on it."

John said he should like to ride on the camels with their big humps, but Father said they would not be as easy to ride as the horses on the farm because camels rock when they walk.

The hyenas were restless in their cage, and I asked the keeper what was the matter with them. He said they always paced back and forth, back and forth, like that.

When we had seen everything in the menagerie, we went into the circus tent.

"Ho! ho!" laughed John as soon as we came in sight of the ring, "see the clown driving the trained pig!"

"See the two funny clowns!" I cried as the two clowns came out together just as we got our seats. "See, one is short and fat, and the other is tall and thin."

"The fat one has stuffed himself with pillows," said John, but I thought he was just fat.

"Here are the dogs that can read and climb ladders," said John, and we watched them for some time.

"I'm going to teach my dog to do some tricks," said John.

"And I'll teach my kitten to jump through a hoop just as the pretty pony did," said I.

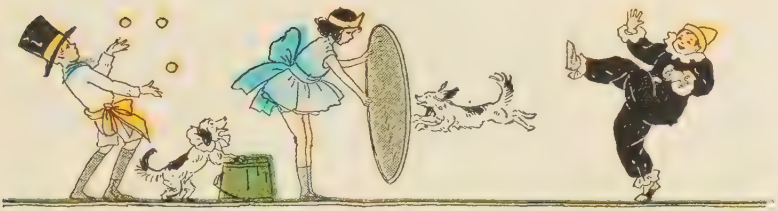
"I think you two will be playing circus all the time," said Mother. "That will be fun."

I said I didn't see how any one had eyes enough to look at the three rings at once.

"I should like it better if they had only one ring so I could see everything," said John.

The following parts of the story are not in the order in which they should come. Write down the left side of your paper the numbers from 1 to 8. Place after the numbers the parts as they should come in the story. Use this for your story outline.

1. We tried to go into the big tent to see the animals.
2. John and I lived on a farm.
3. We saw other animals.
4. We went to the circus in a car.
5. We fed peanuts to the elephants.
6. We saw the funny clowns.
7. The children thought they would teach their pets tricks.
8. Mother thinks the children will play circus when they get home.



Playing Circus

All children like to play circus. It is almost as much fun to plan your circus as to play. We will plan a circus which you think you might have.

Where will you have your circus?

Will you have tickets?

Who will make them?

What will be printed on them?

Decide on the different acts you will have in your circus.

Will you have music?

Advertising Your Circus

You have seen the big billboards before a circus comes. You will want to make some posters to advertise your circus. What will you put on them for pictures? Will it be a clown? Perhaps you can find some good pictures to cut out and paste on your poster. Then you and your classmates must think of what printing you will put on your posters. You will want to say as much as you can in a very few words. It will be fun to do this. Maybe your poster will be as good as the one on the next page.

EVERY ONE IS COMING
TO THE BIG LOT
ANIMALS
CLOWNS
STUNTS
SCHOOL PLAYGROUND
WED. MAY 25, 2 P.M.

OCTOBER

In what ways is October different from September?

How do the weather, the length of days, and the flowers differ from those of September?

Have you noticed the leaves on the trees in October? If you have, tell about them.

What fruits and vegetables are ripe in October? How many can you name?

In what ways do the fall days differ from the days in spring?

What month in spring is most like October? Tell why these months are alike.

During the month of October, your language class may like to find many interesting things from out-of-doors and in books about this month. Would you like to form committees to do this? Your committees would have charge of the following:

Interesting Stories to Read and Tell
Posters and Decorations
Poems and Slogans

The class will choose one day a week to hear the stories. The committee that has charge of *Posters and Decorations* will decide on a day when it will change the pictures and put up new decorations. The committee on *Poems and Slogans* will want to find and choose, with the help of your teacher, a poem each week which may be placed on the board. Perhaps each member of the class will learn it. On the next page is a poem that you may like to use.

OCTOBER'S SUNSHINE

A tingle in the air so clear,
That's how we know October's here.
A golden bloom on peach and pear,
And sunshine everywhere.

A world of leaves, a golden haze,
The woods with sunset tints ablaze,
What makes October's days so fair?
There's sunshine, sunshine everywhere.

Selected.

Does the poem tell the things you thought of? Do you like the poem?

Making Original Poems

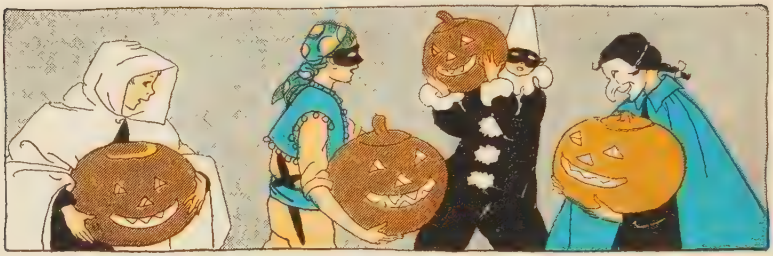
Think of something you like best about the month of October and write a poem of your own. Here is one which a third grade girl wrote:

Jack Frost came one still night,
And painted the leaves with colors
That were oh so bright!
The maple tree said to the big tall pine
See my new dress,
Isn't it fine?

Your teacher and classmates will decide which of the poems are the best and some of them will be placed on the bulletin board each day.

Making a Class Book

Your class book should have something from each member of the class,—the best stories, the best poems, the best posters. Your teacher will choose some to design the cover and decide what to write on the cover. Each pupil will bring leaves and flowers which he has found in October. Your teacher will show you how to press them and mount them for your book. You will write the name and a short description of the flower underneath. You will keep this book to show as a sample of the best work you and your classmates can do.



HALLOWE'EN

Do you know when Hallowe'en comes? It is the evening of the last day in October. We say it is the eve of November 1 just as we call the evening before December 25 *Christmas Eve.*

Did you have a jolly time at Hallowe'en last year? What are you planning to do this year?

Remember it is all right to have fun, but boys and girls should not do things that cause other people trouble or loss.

Did you ever make a Jack-o'-lantern? If you have made one, tell your classmates how you did it. What did you do first? How did you make the face? What did you put inside it? Perhaps some of your classmates will want to make one.

If you have not made a Jack-o'-lantern but have seen one, tell about it.

If you have ever seen a Jack-o'-lantern that was not made out of a real pumpkin, tell about it.

It is great fun to pretend to frighten people with a Jack-o'-lantern, but be careful not to frighten very young children.

A Hallowe'en Party

Should you like to have a Hallowe'en party in your room?

If you have one, you and each one of your classmates must think of something to do to help decorate your room and to entertain your guests. It will be best to arrange for the decorations first.

As you think of some plan, your teacher will write it on the blackboard. Then you and your classmates may talk about this plan and decide whether or not it is a good one. If you decide that it is good, it may be a good arrangement to appoint a committee to carry it out. How will this committee be appointed? If the plan is to decorate the room with bright colored leaves, some one must be appointed to get the leaves and to put them in place.

Then talk about the next plan that is suggested in the same way, and so on until you have made all the arrangements for the decorations.

Now make plans for entertaining your guests. Should you like to invite some or all of the second grade to come to your party? If you decide to invite them, you must think what would interest them. It may be well to ask your teacher to write your suggestions on the blackboard. Then you and your classmates may talk about the plans and decide which are best.

Do you think the second graders would like to hear you sing some of your school songs?

Should you like to have some moving pictures to see if the pupils in the second grade can tell the stories that you act? If you decide to do this, you must think of some short stories that members of your class can act well. After each story is acted, the teacher will ask the second grade pupils to tell the story that they see. If they can do this, you will know that you have acted the pictures well.

If you are to have a Hallowe'en party, you must learn how to write the word *Hallowe'en*. Find the word in your books as many times as you can. With what kind of letter does it always begin? Look at the spelling carefully and then go to the blackboard and write it. If anyone thinks you do not write it correctly, he may go to the blackboard and write it as it should be written.

Writing an Invitation

If you decide to invite the pupils in grade two, you may write an invitation. It is not necessary to know the names of the second grade pupils. You may write *Dear Friend.*

Tell your teacher what you would like to say, and she will write it on the blackboard.

When all the pupils in the class have told what they would like to write, the teacher will help to decide which is the best invitation.

Your teacher may like to have you hold up your invitation before your classmates so that they

can see how it looks. Perhaps some one can tell you how it can be improved.

How will you choose some one to carry the invitations to the second grade?

Do you think it would be a good plan to have ushers to show your guests where to go when they come in? How will you appoint the ushers?

When the pupils from the second grade come into the room, will you sit in your seat and let them stand around the back part of the room, or will you stand and give your seat to one of them?

After the Party

After the party, tell your classmates what one thing about your party you liked best, and tell why you liked it. What could you do better next time? Make a list of these things to keep.

A Hallowe'en Game—*It is I*

You know Hallowe'en is the time for witches. Of course there are not really any witches, but we like to play there are, and we will have one in this game. The class will choose some one to be the witch at first.

The witch will go to the front of the room, and, with her eyes shut tightly, she will stand close to the wall with her back to the class. The game is to see if she can tell the name of the pupil who speaks to her. She must listen carefully and try to tell by the voice.

When the witch is ready, the teacher will motion to a pupil to begin the game.

The pupil goes up behind the witch and says:

Witches, witches, all around,
Listen now to every sound.
Who am I?

Witch: I think you are Frank.
Pupil: Yes, it is I.

The witch stays in the same place, and Frank takes his seat. The witch stays as long as she tells the right name, but, if she gives a wrong name, she loses her place and goes to her seat, and the pupil whose name she could not tell takes the place as witch.

For example, we will suppose that the teacher motions to Nellie to go to the witch. Nellie goes up behind the witch and says:

Witches, witches, all around,
Listen now to every sound.
Who am I?

Witch: I think you are Lucy.
Pupil: No, I am not Lucy.

The witch goes to her seat, and Nellie becomes the witch.

It will be fun to try to change your voice so that the witch will not know you.

If a pupil forgets and uses the word *ain't,* or says *Yes, it is me,* or *No, I ain't Lucy,* you may play that the goblins have caught him. Watch carefully to see that every pupil pronounces the ends of the words *around* and *sound* distinctly.

A Story to Play

If you wish to do so, you may play the following story. Some one may read it to you.

Make all the plans yourself. Choose the part of the room and decide where each of the two actors will stand. Then you must think what Frank and his sister would say to each other. Try to think how each would act and speak.

THE JACK-O'-LANTERN

Frank and his little sister Nellie were walking home from the store after dark on Hallowe'en. Their arms were full of bundles.

"Stop, look at that!" suddenly cried Nellie, pointing to a big jack-o'-lantern on a fence near the roadside. "Oh, I am so afraid! What is it? See the big teeth!" And she shrank back in fear.

Her brother laughed at her and told her the lantern would not hurt her. He took hold of her hand and tried to have her go with him to look at the jack-o'-lantern.

But Nellie shook her head and still tried to run away.

Finally Frank got her to go with him to look at the jack-o'-lantern. She went very slowly and hung back all the way.

When they reached the jack-o'-lantern, Frank asked her to look over into the lantern. At first she would not, but after a while she leaned over and looked into it.

When Nellie saw what the jack-o'-lantern was, she laughed and laughed. Then she danced around it and told Frank she would not be afraid again.

HOW TWO GIRLS FRIGHTENED INDIANS

Here is a story that is said to be true. In the early days when Indians still lived in New England, two little girls were left alone one fall evening while their father and mother went to a neighbor's home. This is the story:

The two girls were lonesome and walked around the house, looking out of the windows to see if their parents were coming.

Then Mary said, "Let's make a jack-o'-lantern. There are a lot of fine big pumpkins just outside the door."

"All right," said Lucy, "come on and we'll get one."

The two girls went out and got a pumpkin. Then Mary and Lucy cut out the top, scooped out the seeds and made the face. Lucy got a candle and put it into the lantern

on the mantelpiece. They put out the lights so they could see the lantern better.

"Hark!" cried Lucy suddenly, "what is that noise?"

The two girls listened for a long time. Then they went carefully to the window and looked out.

"Look! look!" whispered Mary. "See, there are some Indians! What shall we do?"

"Let's frighten them with the lantern," whispered Lucy. "Maybe they'll think it's a ghost."

Lucy went carefully over and got the jack-o'-lantern and brought it back and set it in the window so the Indians could see it. She was careful to keep out of sight herself.

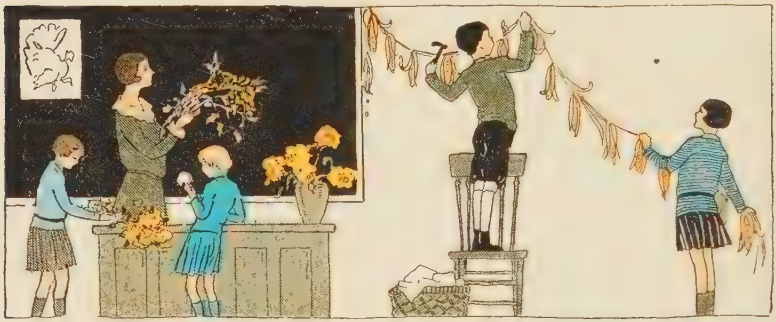
All this time Mary was watching the Indians from the other window.

"They're running away!" whispered Mary excitedly. "They're afraid of the jack-o'-lantern."

How did the two girls happen to be alone?
What did they plan to do?
How did they make the Jack-o'-lantern?
What did they hear and see?
What did one of the girls suggest?
What did the girls do?
What was the result?

If you can, you may tell the whole story. Perhaps you and your classmates may like to act the story.

If you and the others in the class decide to act the story, you must make all the plans yourself. Shall you wish to appoint a committee to decide who will act the different parts?



THANKSGIVING

May we be thankful for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.

A Thanksgiving Party

Should you like to have a Thanksgiving party in your room? Whom shall you invite? Should you like to invite your father and your mother? Have you brothers and sisters whom you wish to invite?

If you invite people to come to your party, you must plan to entertain them. You may tell one thing that you think will be good for your program, and your teacher will write it on the blackboard. Should you like to sing some Thanksgiving songs? Which ones do you like best? Have you ever learned any short poem that you would like to repeat to your friends?

Have you any school work that you would like to

hang where your visitors can see it? Perhaps you can pass some of your work to your visitors while they are sitting at their seats.

You and your classmates may choose the best suggestions for your program. How will you decorate your room?

Who will make the arrangements for the party? Do you wish to have a committee to arrange for each thing? How shall the committee be appointed? How will you arrange seats for your guests? Will you have ushers to show the guests to their seats?

Look over this page and a few pages after this and find *Thanksgiving* or *Thanksgiving Day* as many times as you can. With what kind of a letter does the word Thanksgiving begin? With what kind of letters do the words Thanksgiving Day begin?

You remember how you wrote the word *Hallowe'en*. Make a rule for writing the names of holidays. Go to the blackboard and write *Thanksgiving Day*.

Inviting Our Friends

How shall you let your friends know that you want them to come to your party? If you write a letter, you will want to write a good letter. Should you not like to have your mother so proud of the letter that she gets that she will wish to show it to her friends? Then you must write it very carefully and neatly. You must not have any blots on it or any words that are crossed out.

If you are writing to your father, mother, brother, or sister, you may begin it in one of these ways:

Dear Papa,
Dear Mamma,
Dear Father,
Dear Mother,
Dear Sister,
Dear Brother.

Write just what you would say if you were speaking to the one whom you are inviting. You will want to tell when you will give your party and what you will do. Then you may write your name at the end.

When you have finished your letter, show it to your teacher, and perhaps she can help you to make it look better. You may wish to copy it before you take it home. Perhaps you will wish to invite two or three people and to write a letter to each one.

Hunting for the Turkey—*A Game*

Turkeys are sometimes hard to catch. You may play that you are trying to find one for Thanksgiving. When the class is ready for the hunt, the teacher will choose a leader, who will leave the room. The other pupils will decide upon a good place for a turkey to hide. The leader will then return and try to find the hiding place of the turkey. The game goes like this:

Leader: Harold, is the turkey in the waste basket?
Harold: No, it isn't in the waste basket.

Leader: Grace, is the turkey behind the teacher's desk?
Grace: No, it isn't behind the teacher's desk?

Leader: Bertha, is the turkey in the book closet?
Bertha: Yes, it is in the book closet.

Bertha may be the next leader. If any pupil forgets and says *ain't,* his name may be put on the blackboard.

The First Thanksgiving

Write and find in the list below the correct word for each blank space.

Some of the white people who first ——— here to live were called Pilgrims. It ——— winter when they landed, and they ——— ice and snow all around them. They did not have enough food, and they ——— often cold and hungry.

In the spring the Pilgrims ——— from the Indians how to plant corn and beans and pumpkins.

In the fall they ——— a good harvest, and they ——— they would have a Thanksgiving Day.

The Indians ——— deer meat and wild turkeys and nuts. The Pilgrim women ——— pies of the pumpkins. They ——— the turkeys in stone ovens out of doors.

They ——— the tables under the trees, and the Pilgrims and the Indians ——— together.

Adapted from *Red Feather.*

was	set	came	learned
had	saw	said	brought
ate	were	made	roasted

CHRISTMAS

It will be interesting to know how you spend Christmas at your home.

What do you do on Christmas Eve? Do you give presents at that time? If you do, tell about a present that you received Christmas Eve. Was it a surprise?

Do you have a Christmas tree? If you do, tell how you make it stand up, and how you decorate it. Tell about a present that you had from a Christmas tree.

Do you hang up your stocking when you go to bed? If you do, tell about a present that you found in your stocking one morning.

If you came from another country and can remember about Christmas there, tell us about it.

If your father and mother came from another country, ask them to tell you about Christmas in the country from which they came, and then you can tell us. It will be very interesting if we can hear from many different countries.

Mary Anna's Letter to Santa Claus

This is the story of the first letter that Mary Anna ever wrote:

THE STORY OF MARY ANNA'S LETTER

Christmas was coming, and Mary Anna wanted to write a letter to Santa Claus. Mary Anna was only three, but she thought she could write on the typewriter. Her father said she might try.

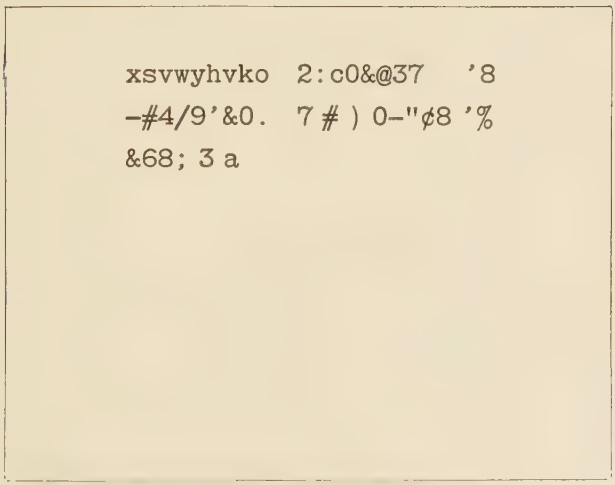
Her father put a sheet of paper in the typewriter. He told Mary Anna to write the letter that day, and he would mail it the next morning.

Mary Anna's brother Bob thought his sister did not know how to write a letter, and he wanted to help her. Bob is six and has been to kindergarten.

Mary Anna was going to show Bob that she could write a letter. See in the picture how hard she is working.

Mary Anna worked for some time, and she let Bob roll up the paper for her.

When the letter was finished, and Mother had taken it out, it looked like this:



"Read it to me," said Mother. This is what Mary read:

Dear Santa Claus,

I want a dolly that opens and shuts its eyes and that says "Mamma" and "Papa."

Mary Anna.

"That is a very good letter," said Mother. "Now you must put Santa Claus's name on an envelope."

Mother helped Mary Anna fold the letter and slip it into the envelope. Then Mary Anna wrote the address like this:

hilb=,g/ahc#oxHz;wsv)eu9
pmw X#0iu:d9wa

Mary Anna said that the words she put on the envelope were: "Santa Claus, North Pole."

Bob said he did not think the postman could read that, but Mother said it was all right.

Santa Claus must have received the letter for on Christmas morning, when Mary Anna went into the room where Santa Claus had left all the presents, there was a big doll lying on the hearth just below the toe of Mary Anna's stocking. When the little girl picked up the doll, the doll opened its eyes. Then Mary Anna pressed one side, and a squeaky little voice said, "Mamma." Mary Anna pressed the other side of the doll, and the squeaky little voice said "Papa."

Mary Anna did know how to write a letter on the typewriter, didn't she?

Do you think that Santa Claus read Mary Anna's letter? Do you remember the first real letter that you wrote? If you do, tell the class about it. Tell how old you were and to whom you wrote it.

Did you ever write on a typewriter? If you have, tell where the machine was, who let you use it, and what you wrote.

Do you ever go skating? If you do, tell your classmates where you go and how you get there. Some of your friends may wish to go to the same place. You must tell them so plainly that they can find the way easily.

Tell what kind of skates you like best.

How did you learn to skate? Did you slip down? Did you get hurt?

Are there any dangerous places where you go to skate? How do you know where they are?

Have you known of anyone having a narrow escape while skating?

If you live where there is no ice for skating, tell about your December sports.

A Christmas Accident

The four pictures tell about a Christmas gift and what happened to the boy who received the gift. Make a story and tell it to the class. Perhaps the questions will help you to think of the story.

Who is the boy?

Where does he live?

Who gave him the skates?
Did he know how to skate? Why do you think so?
Did his parents know he was going skating?
Did he know there was a dangerous place in the ice?
Did he see the sign? Why do you think so?
Why couldn't he get out alone?
Who helped him to get out?
What did he do after he got out of the water?

Can You Find the Correct Word?

Here is a short poem about winter. Write it and find in the list below the correct word for each blank space. Notice that each line in the poem begins with a capital letter.

WINTER

Winter's cold frost and northern blast,
This ——— the season that comes ———.
The snow has ———, the sleigh bells ring,
And merry boys ——— and ———.

is sing come last shout

A Christmas Book

Should you like to make a present in school to give to your parents?

Should you like to make a Christmas book that will show what you are doing in school? If you make a good one, your parents will like to keep it to show to their friends.

You may suggest one thing that you think would be good to put into the book, and your teacher will write your suggestion on the blackboard. When you and your classmates have made all the suggestions that you wish to make, you and the others in the class may talk about each suggestion, beginning with the first, and decide whether or not it is a good one.

Then you may plan how you can best carry out the suggestions that you have accepted.

A Letter to Santa Claus—*Class Help*

Let us play that you know Santa Claus is coming to your room, and that he will bring you any one thing if you write to him and ask him for it. He must be very busy getting presents for so many boys and girls, and he will not have time to read letters unless they are written very neatly and plainly.

Think of one thing that you want most, and then write a letter to Santa Claus and ask him to bring it to you. You must tell exactly what you want so he can get it ready for you without any trouble. It would not be enough to ask for a pair of skates because he would not know what kind you want, and very likely he would not bring any. He would spend his time getting presents for boys and girls who can tell what they want.

After all the pupils in the class have finished their letters, the teacher may copy one on the blackboard; but she need not sign the name of the pupil who wrote it.

Do you think it is the kind of letter Santa Claus would like to get? Tell how you think the letter may be changed so that Santa Claus would like it better.

Does each sentence begin with a capital letter, and is there a period at the end of each statement? If you see anything that you think is not right, you may go to the blackboard and change it.

Now read over your own letter to see if you can improve it in any way or correct any errors in it before you make the final copy to go into your book.

Do not begin your letter too near the top of the page. Leave an even margin on both sides.

On pages 222 and 223 you will see pictures of two letters. Which one do you like better? Why do you like it better?

Now hold up your own letter at the length of your arm. How do you like it? Does it look like the better letter in the picture? If you do not like your letter, do you want to copy it again to try to make it look like the better one in the picture?

When you think your letter is as good as you can make it, you may give it to your teacher to keep for you until you are ready to make your book.

Should you like to put your letter into your Christmas book? Do you think your parents would like to see what a good letter you can write? It will be better to ask your teacher to keep it for you as it might get soiled in your desk.

Dear Santa Claus,

Please bring me a bicycle for my Christmas present. I want one that is the right size for a boy eight years old. You may paint it black. If it is too large to come down the chimney, you may leave it on our side porch. I will look for it early Christmas morning.

Your little friend,

George

Dear Santa Claus,

Please bring me a bycycle for my Christmas present. I want one that is the right size for a boy eight years old. You may paint it black. If it is too large to come down the chimney, you may leave it on our side porch. I will look for it early Christmas morning

Your little friend,
George

My Best Christmas Present

Have you had a Christmas present that you liked very much? Should you like to tell your classmates about it?

What was the present? Who gave it to you? How was it given to you?

Why do you like it so much?

Writing the Story

You may write the story that you told about your best present. You will wish to tell who gave it to you, what it is, and why you like it.

Class Help

You may read to your classmates the story that you wrote.

Is it better to stand or sit while you are reading your story? Why?

Where shall you stand? Why?

How shall you stand? Why?

Should you like to have your classmates tell you what they like about your story?

Should you like to have them tell you how you can make your next story better?

If you do not speak loudly enough so that they can hear what you say, should you like to have them tell you?

Is there anything else that your classmates can do to help you?

A Christmas Poem

Christmas ought to be the happiest time of the whole year. What can you do to make some one happy? Will it make you happier if you make some one else happy? Will it be a perfect Christmas if there is no one who is unhappy? Can you think of something that you can do to make some one happy?

Here is a Christmas poem that tells you what you can do. Read and learn the poem.

CHRISTMAS JOY

Whenever hearts are happy,
  It's a simple thing to do
To seek some other, sadder heart
  And make it happy, too.

The joy we share with others
  Is a joy that's multiplied,
And 'twill make a perfect Christmas
  If there's no one left outside.

A Christmas Letter

The best thing you can put into your book is a Christmas letter to your parents. You will want to wish them a merry Christmas, and then you will like to tell them about your Christmas book.

Perhaps you and your classmates will like to work together and make a letter that each one of you can copy, or do you prefer to write your own letter?

Whichever way you write it, try to make it the best letter that you can write. You may begin your letter with

My dear Parents,

When you have finished your letter, hold it up in front of you to see if it looks like the picture of the letter to Santa Claus. Then look through the letter carefully to see if you have begun every sentence with a capital letter and have put the right mark at the end. Perhaps you will wish to copy the letter to make it look better and to correct everything that is not right. Of course you will be careful to spell every word correctly.

Putting the Book Together

You will now have to make covers for the Christmas book. Two sheets of drawing paper cut the right size will make very good covers.

How can you decorate the front cover? Can you draw or paint something that is neat and pretty?

Do you and your classmates wish to make all the covers alike, or will it be better for each one to make what he likes best?

What is the best thing to put first in the book so that, when your parents open the book, it will be the first thing they see? What do you think they would like best?

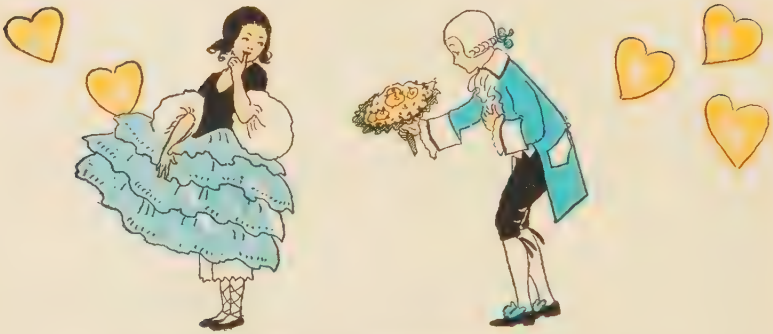
Then you may arrange the other things as you like best. Perhaps you and your classmates will like to suggest the order for your teacher to write on the blackboard.

After the class has chosen the best order, you may follow that order in putting your book together.

When the covers and the sheets of paper are all in place, punch two holes through them. Tie with ribbon or colored string, and your book is finished. Haven't you enjoyed making it?

Do not fold the book when you carry it home.

We wish you a Merry Christmas and a Happy New Year, and we hope that you will have a pleasant vacation.



SAINT VALENTINE'S DAY

It is hard to say just why we send valentines on the anniversary day of good Bishop Valentine's death, for he was put to death by a wicked Roman emperor named Claudius. His death has nothing to do with our St. Valentine's Day, except that it happened about the 14th of February.

Some say that our St. Valentine's Day is like an old Roman festival, which was celebrated every year about the 15th of February. Since the time of this festival was just about the time of the anniversary of St. Valentine's death, it may be that the early Christians got the ideas of the two days mixed. There were a great many Roman festivals and holidays during the time of the old Roman Empire and before Christianity became the religion of the Empire. Many of these festivals were kept up; and, where they came close to an anniversary of the Christian Church, it is quite likely that some of the joyful part of the old festival found its way into the new anniversary.

We all know that we enjoy the day, no matter what its origin; and surely no one ever grows too old to like a valentine.

Your teacher may read to you the story of St. Valentine's Day as told by Mary I. Curtis in *Why We Celebrate Our Holidays*.

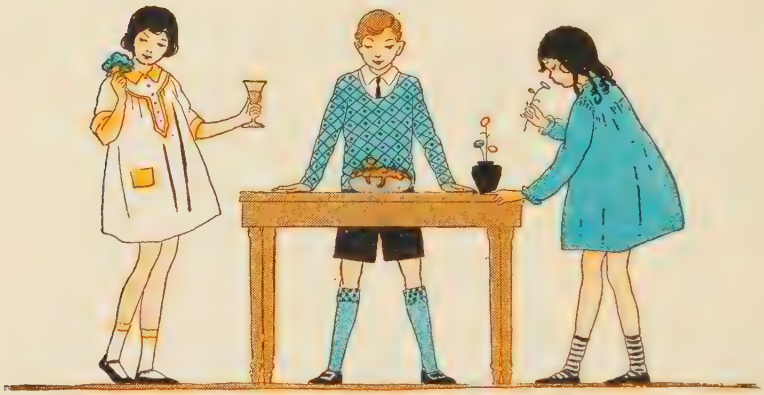
Making Valentines

What should you like to do on St. Valentine's Day? Tell the class any good plan that you think of.

Should you like to send a valentine to your mother or to a sick relative or friend? If you decide that you would, and the others in the class agree with you, we will begin to make it now so that you will have plenty of time.

From a sheet of white drawing paper cut a card that is 3½ inches by 5½ inches or larger if you and your teacher think a larger one will be better. This is for the valentine. Now you must plan to decorate your valentine in some way. Perhaps your teacher will help you if you ask her. Then you will wish to write a rhyme or a message on it. If you find a rhyme that you like, your teacher will write it on the blackboard. Think of a short message that would be good to send on a valentine, and your teacher will write it.

When all the rhymes and messages have been written on the blackboard, you may choose for your valentine the one that you like best.



SPRING FLOWERS

Have you found any spring flowers? What did you find first? Tell where you found it. In what kind of place does it grow? Which do you think is the prettiest of the spring flowers? Where did you find them? Of how many spring flowers do you know the names? Describe one of them. Tell where it grows and where you have found it.

A Flower Calendar

Should you like to keep a flower calendar on the blackboard? When you find a flower for the first time this spring, tell your teacher about it, and she will write on the blackboard the name of the flower, and after the name of the flower she will write your name and the date when you found it. Of course she will write only the name of the one who finds the flower first.

The Flower Game

The teacher may choose a pupil for leader. The leader may stand in front of the class and describe a spring flower. He should tell how large it is, the color, where it grows, the size of the plant, and anything else that he knows about it. The others may tell what flower he describes. The one who gives the right answer may be the next leader. The leader should begin by saying:

I am thinking of a flower ———.

A Spelling Game

See how many words you can make from the letters in the words *spring flowers*. The one who finds the most words in the time that your teacher gives you wins the game.

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An *Index* is placed in a book so that you may find quickly something that you wish to locate. You will see that this index is arranged in the order of the alphabet. If you wish to find out from your book how to write the *Days of the week,* you will look under the part of the index beginning with *D.* You find the title and under it *names of, 126*; *writing, 128.* This means that you can find the names of the days of the week on page 126 and how to write them on page 128.

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